

DOCUMENT RESUME

ED 051 746

HE 002 216

AUTHOR Rothwell, Kenneth J., Ed.
 TITLE New England Professional Schools and World Affairs;
 A Report on a Conference Conducted by the New
 England Center for Continuing Education.
 INSTITUTION New England Center for Continuing Education, Durham,
 N. H.
 PUB DATE Apr 68
 NOTE 72p.; Report Number 1
 EDRS PRICE EDRS Price MF-\$0.65 HC-\$3.29
 DESCRIPTORS *Conference Reports, *Higher Education,
 *International Education, *Professional Education
 IDENTIFIERS *New England

ABSTRACT

The conference "The Professional School and World Affairs," was organized to bring together within the New England region, faculty and administrators from 8 professional schools: agriculture, business administration, education, engineering, law, medicine, public administration, and public health, to help advance the understanding of international education. This report contains the proceedings of that conference, including reports of discussion groups dealing with the international dimension of New England professional schools; an address by Everett Walters on higher education and world affairs; and reports by representatives of each of the professional schools on the regional and intraprofessional problems of international education. This volume also contains a directory of professional schools and of international education programs in New England, and the program and list of conference participants. (AF)

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NEW ENGLAND PROFESSIONAL SCHOOLS AND WORLD AFFAIRS

A Report on a Conference Conducted by the
New England Center for Continuing Education

Kenneth J. Rothwell, Editor

Report Number 1, April 1968

HE002 216

ED051746

**"NEW ENGLAND PROFESSIONAL SCHOOLS AND
WORLD AFFAIRS"**

with a Directory of Professional Schools and
International Education in New England

**A Report on a Conference Conducted by the
New England Center for Continuing Education.**

Sponsored by Education and World Affairs, Inc.

KENNETH J. ROTHWELL, *Editor*

MARCH 1968

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BACK COVER: NEW ENGLAND CENTER FOR CONTINUING EDUCATION.

Introduction

This is a report of the proceedings of a conference held on October 27th and 28th, 1967 at Manchester, New Hampshire, dealing with New England's interest in "The Professional School and World Affairs". It was the second of the regional conferences on this topic sponsored by Education and World Affairs. Arrangements for the conference were provided by the New England Center for Continuing Education at Durham, New Hampshire.

The conference was organized to bring together within the New England region, faculty and administrators from the eight professional schools covered in reports from Education and World Affairs.¹ The professional schools included in these reports were:

Agriculture	Law
Business Administration	Medicine
Education	Public Administration
Engineering	Public Health

Invitations to the conference were extended to administrative officers, deans, and faculty of professional schools in these fields by the New England Center after arrangements had been established with the Planning Committee. As might be realized there is a considerable range of institutions which can be regarded as professional schools. (A directory has been compiled and is given in Part IV of this Report). Some professional schools have accrediting bodies which facilitate identification but largely in terms of what is relevant to the accrediting body. Invitations to the conference were not limited to the accredited schools but sought to bring together those involved and those not involved in international affairs; those committed and those not committed to some form of international education; those in highly specialized international research activities and those in more general educational pursuits; those with considerable foreign experience and those with little; and those currently active in professional work and those more remote from professional training. The three major strands of the network of association were the New England region, the professional school and international education.

Basically, the aim of the conference was to advance the understanding of international education. It sought to facilitate a closer examination of the E.W.A. reports — both as to facts and recommendations. It sought to uncover the gaps in inter-cultural education provided by the New England professional school. It sought to increase the awareness of what other universities and what other professions were doing in international education. It sought to foster innovative approaches to international problems arising in the professional schools. And it sought to provide a regional

¹ Actually, there were five reports from the four Task Forces of E.W.A. They were grouped as follows: Agriculture and Engineering (Chairman: Paul A. Miller); Business Administration and Public Administration (Chairman: Albert C. Van Dusen); Education (Chairman: John H. Fischer) and Law (Chairman: Derek C. Bok); and Medicine and Public Health (Chairman: Mark M. Lepper, M.D.). All the reports were published separately in 1967; they are to appear in a combined volume in 1968.

basis for coordination of endeavors of an international character in the professional schools.

The first part of the conference was concerned with an inter-professional exchange of views on the role of professional schools in various types of international programs. Four interdisciplinary discussion groups were assembled with representatives from all the professional schools in each group. In this forum doctors were able to hear from lawyers, engineers were able to put their point of view to the agriculturist, and educationists were able to discuss with the public administrator. Each group had a common set of questions to deal with initially and each reported on the definition of issues in a subsequent general session.

The second part of the conference was intra-professional and dealt with the specific questions raised in the general session reports. These were professional school workshops aimed at finding common ground for improved professional involvement in international education. Reports from each workshop were given at the final session of the conference. In this way differences in professional involvement were made clearer, possible needs were more sharply identified, and future steps given greater consensus.

The E.W.A. Reports have provided a searching analysis into the problems facing professional schools in many matters of international education. The conference raised many further questions and in a Socratic way gave new insights through the new questions.

I. THE INTERNATIONAL DIMENSION OF NEW ENGLAND PROFESSIONAL SCHOOLS

The initial session of the conference dealt with the general involvement of professional schools in world affairs as seen by New England educators. Four groups were formed to discuss a common list of questions suggested by the E.W.A. reports. The group moderators were as follows:

Group Moderators.

- A. Dr. Jerome M. Pollack,
Dean, College of Arts and Sciences
University of Rhode Island.
- B. Dr. Leo F. Redfern,
Dean of Administration
University of Massachusetts.
- C. Dr. Arthur S. Adams,
Consultant to the President
University of New Hampshire.
- D. Dr. Howard A. Reed,
Director, Institute of International and
Intercultural Studies
University of Connecticut.

Conference Rapporteur:

Dr. Kenneth J. Rothwell,
Coordinator for International Studies
New England Center for Continuing Education.

The purpose of this part of the conference was to focus on common issues, to test the relative depths of involvement and to arrive at a set of questions which faced every professional school. There were nine initial issues presented to each group:

1. What is the extent of the imbalance between limited resources for international programs in the professional schools and the increasing demands being made upon these scarce resources as well as on the professional schools themselves?
2. What have been the past aims of the professional schools in international education and in what ways are these aims changing?
3. What are the relationships of international education in the professional school and international education in undergraduate programs generally?
4. Is the university approach to international education compatible with the special approaches of professional schools within the university and in multiversity systems?
5. What is the extent of cooperative endeavors among the professional schools for international education?
6. What are the possible unique contributions for the improvement of world affairs by the professional schools in the United States?
7. What are the special dimensions of the needs abroad for warranting assistance from the professional schools in the United States?
8. What are the regional concerns in international education of the

professional schools in New England as distinct from those in other regions?

9. What are the major trends in "professionalization", "regionalization", and "internationalization"? How are the trends to be dealt with — what are the tasks ahead?

REPORTS OF MODERATORS

Group A — Dr. Jerome M. Pollack

What I have to report is a series of questions presumably that our group would suggest for the attention of the professional groups. Some of these questions are highly generalized. We hope that as the professional groups deal with these questions they might come up with something other than the lip service that is usually involved in conventional wisdom.

The order of the suggested items is not significant and does not indicate a priority:

1. We were concerned about the *motives* of the professional school for becoming involved with international education; that is, why do they want to become involved with international education and for what reasons, and do they fully recognize what these reasons might be?
2. We were concerned that the professional schools frequently do not set an *order of priority* for themselves with respect to their involvement.
3. In questioning the motives, we raise the following question, and please note the way in which this was phrased — "How necessary is international education to the profession? Is it an integral part of the profession or is it something which is appended?"
4. As an extension to the preceding question, with respect to the student in the professional school, how necessary is international education to the individual?
5. Intra-university or intra-institutionally, can the professional schools become involved with the rest of the university; should they go it alone within the university; should the institution itself go it alone without involvement with other institutions; and for that matter, even on a national basis, should nations go it alone with respect to concerns of the international community?
6. Should the professional schools lead the rest of the university in the area of international education since the professional schools are particularly sensitive with respect to the inter-face of the institution and society generally? Should we be looking to the professional schools for the *leadership within the institution*?
7. Should there be programs specifically tailored to the need of international education? And if this be the case, who determines these needs? Too often it was felt that the *needs are reactive*; that is, the needs are determined external to the professional school or external to the university. They are needs set by other people,

sometimes for political reasons. If the professional school or the institution determines these needs for international programs, how free are they to do what it is they wish to do? Often the professionals themselves are partially, and some professionals quite completely, captive of the larger professional group, such as accrediting agencies.

8. Should there be curricula to meet specific needs of a particular society? Should the professional school, let's say in the case of engineering, just to use an example, be turning out professional engineers in the sense of our current concept of professional engineers or should there be particular programs for the needs of a particular society?
9. How much and how well do we judge what it is we are doing in international education and are we clearly aware of the *impact* that we are making on the societies that we may be dealing with; and are we clearly aware of the impact we are making upon ourselves from this type of involvement?
10. It was clearly apparent as our conversation went on that a great deal of our attention was given to the *problem of the underdeveloped country* vis a vis our professional schools. We found it interesting that this kind of drift did take place and it brought this question to mind: Do the professional schools primarily view their role as missionaries, as exporters of something good to somebody else?
11. Perhaps the most basic question that came up had to do with this: Do the professional schools, irrespective of their involvement in international education, clearly know what it is that they're about themselves with respect to education? And isn't this a question that is of the first order before one can deal with particular aspects of this education as it might relate to the international scene?

Group B — Dr. Leo F. Redfern

In regard to the first issue, dealing with imbalance between limited resources for international programs and an increasing *demand* on professional schools, the group endeavored to seek more explicit focus. "Where are these demands arising that impinge on the schools?" On whose part are they arising — students, outside sources, the professionals we serve, or internally, from faculty and/or administration? In other words, are these demands coming from particular groups that can be identified? We wanted to know if these demands were legitimate — and by whose standards. What are the limited resources in question — finances, manpower, knowledge, and/or skill? What are the prospects, if any, for expanding such resources?

Very pessimistic comments were made about *government support*, although hopefully, it was a transient pessimism. What are the critical resources? If manpower is a critical element, how can the professional schools provide this.

A basic question we all agreed as fundamental in nature was the goal of *international studies* in a professional school. Is it to optimize the

influence of the United States abroad? Is it to optimize awareness of our students in a global society? Or, will internationalizing professional schools help the professional school?

"Should professional schools try to react on an *ad hoc* basis to these increasing demands or should they develop a consistent, coherent, forward-looking plan?" Are there international programs or international dimensions for professional schools that the schools would like to do but cannot? What are these programs they would like to undertake? Exactly what *types of international effort* are most important to the professional schools — are these programs abroad — do they include faculty traveling scholarships? In other words, exactly what type of internationalization are we interested in?

Is a cooperative work-study approach, such as Northeastern University has, a feasible method, for example, if done in an international arrangement? How can professional school participation in A.I.D., Peace Corps, sister-institutions-abroad relationships, etc., be effectively transferred to or amalgamated into the general program and operation of the professional school?

We then went on to general question Number 3, and asked these subsidiary questions: "Are efforts in regard to internationalization of professional schools, or professional school curriculum, *adequately recognized and rewarded* in terms of promotions, tenure, sabbaticals?" Does the fact that overseas experience enhances the "marketability" of a professor help to sustain the operation of a professional school program, or does it merely mean he is then enticed away by another school? What kind of manpower is necessary to provide international education in professional schools?

In regard to general question 5, *cooperation among professional schools*, there were, I must confess, some skeptics and pessimists. We did arrive at the following questions which we felt were germane. "What types of professional schools do we mean?" Do we seek cooperation among identical professional schools, such as schools of pharmacy within a region, or cooperation among different types of professional schools. What about the problem of cooperation among professional schools within the same institution? (This was agreed to be the most difficult form of cooperation.)

"Is an approach for the professional school's involvement in international studies via its professional association a hopeful and promising method of achieving some of these goals?" Is the degree of effort required to give an international dimension to our professional schools too overwhelming to cope with? (Some administrators, naturally, raised that question.)

"Should professional schools promote university-wide programs to help overcome some of these obstacles or barriers?" What are the opportunities for *regional forms of cooperation* among professional schools? Specifically, what patterns have been in existence, with some degree of success, that might provide guidelines? In connection with regional concerns, it was felt that one aspect in New England to take into account is the geographic affinity to the Canadian Maritime provinces, for example. "Is geography, therefore, an important factor in internationalizing professional study?"

"What are the appropriate mechanisms for tapping into the high density of quality resources here in New England, perhaps found in greater density than in any other part of the country?" Are cooperative relations between private professional schools and public professional schools possible? What obstacles are involved in such possibilities?

In regard to general question 9 (major trends), we asked how the professional schools were to learn from each other, what each was doing and how they might be interpreting "internationalization" of curricula or programs.

Then we came up with two new questions: Number 10 deals with the federal government. "What prospects are there for United States agencies to better plan and coordinate the use of funds they allocate to the support of institutional work?" What is the extent of the federal government influence, both constructive and negative, on the effort to internationalize professional school curriculum? How can professional schools in universities and colleges improve the present government approach of using *ad hoc* categorical, project-by-project form of aid? And the final new question (Number 11): "How can professional schools within universities attain a *central administrative commitment* to internationalizing their program including, of course, the essential fiscal commitment?"

In summary, we felt the task ahead requires, first, a clear concept of what it is we wish to do, and then it requires a careful plan or approach of how to do it most effectively.

Group C — Dr. Arthur S. Adams

Group C never did get quite beyond question number 1, but there were a great many other questions which were discussed and there were two or three notable things about the session which I should like to report.

I inquired among those present how many of the representatives of the eight professions had ever met before in a session similar to this and of the group only three responded that they had. I thought this was significant that there had been so little communication among the representatives of different professional schools.

We wrestled mightily with the question: "Is our concern with international studies a matter of providing service groups for activities overseas or is it concerned with providing an awareness of international affairs among the professional student bodies generally?" I think, in conclusion, that it was the second which was the one of concern to us. Now, in respect to the questions that were raised, the group was very fortunate in that Dean Graves of the Harvard Graduate School of Business Administration consented to act as recorder and he will give you details of the discussion.

DEAN GRAVES:

At the beginning of our session, Dr. Adams asked if we would focus on the significance of international studies in eight different kinds of professional schools that were represented in the room. He asked us particularly if we would take a look at the "how", the "who", the "what", the "when", and the "where" of this significance. I think it is significant that we never really did get beyond the "how" in trying to answer these questions. As a matter of fact, we did not come really to any conclusions,

but we did ask a lot of questions, emphasizing the one that Dr. Adams mentioned. We spent much time, asking how *do* we go about emphasizing international studies in a professional school. Do we do it through training a limited number of specialists, in an institute approach, for export, let us say, to the developing countries; or is it our job more to help all our students gain and develop a certain kind of an attitude and understanding of international studies and world affairs?

With the very limited resources that we have at our disposal in the professional schools, how do we find *ways to cooperate* among our schools, among the different business schools, among the different law schools, or cutting across different kinds of professional schools? How do we take advantage of the fact that we are interested in the same kind of thing with very limited resources?

Since so much already is in our curricula, how do we fit any "international" in? It was pointed out that in an engineering school, already the curriculum is so crowded that one can hardly help a man think like an engineer. How do you add the international dimension on top of that without something else popping out?

There was a rather heated exchange over whether to emphasize the developing countries or the Western European countries. A number of our colleagues had a tendency to get on the first plane to Africa, but Dr. Adams kept bringing us back to take a look at the *entire world*, if we could.

In more detail, how do we help our students develop the attitudes, the sensitivities, the social awareness? How do we help them to see the relevance and the applicability of issues that relate to other countries in their own professional affairs. How do we help our students gain a better *understanding of the world* in which they are going to be working? It was suggested that perhaps one of the ways we do it is to get to work first on our *faculty*. How do we help our professors gain this kind of an awareness?

We focused on the special problems of *foreign students* in our professional schools. Are there some special things we should be doing for them? Or should we try to fit them more into our regular approach to world affairs? It was brought out by several very experienced people in our group that our students in professional schools are now much more socially involved, socially interested than they have been in the past. How do we capitalize on this face, on this fact, on this trend, as it is related to international affairs? In what ways and how can we use our students? How do we help them become involved in the building of curricula in world affairs?

It was suggested that there are interesting relationships between problems we face domestically and problems we face in world affairs. Are there ways in which we can lift up some of our domestic issues and problems and relate them in a *comparative approach to world affairs* in a way that will be educationally exciting for our students? Do we emphasize world affairs at the undergraduate level, or do we do it better at the graduate level, or as two of our colleagues suggested, do we have to start much, much earlier, long before college starts?

Final questions concerned how can we best use the *International Education Act* to answer some of the questions that were just raised? The last question, and the one most elusive was: "How do we get beyond the 'how'; how do we get to the 'who', and the 'what', and the 'when', and the 'where'?"

Group D — Dr. Howard A. Reed

Our group showed that we were a little independent. The previous reports did not cover some of the ground that Group D dealt with. Obviously, this is a one-sided interpretation of the multifarious kinds of ideas and suggestions that the group made.

My own impression was that we shared the *pragmatism* of other groups. Substantially, we began with definitions, went over the list, and finally, after very interesting, but hard-to-pin-down discussion, we focused on issues number 6 and 7, leaving aside the others, important as they are.

It is perhaps unfair to say that we identified additional questions. Definitions that occupied much time were the meanings of "international education" and "balance of resources". One set of answers that seemed to come close was that in dealing in international education we certainly think of it as largely a matter of *changing perspectives and attitudes* within ourselves. We have a lot to learn before it can go beyond us, professionally, or as public citizens.

In the fields or the disciplines of the professional schools we certainly need to broaden or *universalize our data-gathering base* and then feed that back into theory. International education certainly involves the education of faculty members and administrators as well as students.

We touched on the question of what are the *rewards and recognitions* accorded to "professional beasts", such as some of us claim to be. It was acknowledged that if someone wrestles with a tough technical assistance problem abroad for two or three years, he may not get little recognition from his professional peers back home. Can this award-recognition system be changed?

We asked the question and came out, I think, with a very clear answer that in *technical assistance work abroad* and in aspects of international education, we certainly need to have a greater component of research. We recognize that none of us know the answers adequately either through our own teaching, research, or in helping solve problems abroad or in this country. We need to find better ways of training faculty to teach in more international terms and to get students, both foreign and domestic to assist in this process.

As we talked about international education, I believe we tended to think about it primarily as a buildup of knowledge and expertise, domestically, you might say. Then, if not used as an export, an attempt is made to apply this in various forms of technical assistance, cooperatively, we hope, and with a big reciprocal element in situations abroad.

Several of us reminded the group that a very important element of international education is not in undergraduate or earlier training, or even

in formal graduate programs, but in the kind of communication that we are attempting to wrestle with right here. The element is present in facing a student who does not communicate clearly in our classroom or in the lab, and more particularly when we, as professionals, are operating abroad, or across a cultural, professional, or national frontier. How do we react, and how can we effectively communicate ideas and data with people of other positions in such a way as to help the indigenous people to appropriate some of these ideas, to clarify and reformulate them in terms that are relevant to their own society and to their educational goals? How can we help them apply those ideas and data effectively in this rapidly changing world?

We asked ourselves, — how can we set up a system of reasonable priorities? — but I doubt that we came to an answer. We paid attention to the urgency of a clearer recognition of differences in what you might call the sociology of knowledge. Some of us, perhaps, put far more recognition on the social conscience, and the development of the responsible, public spirited citizen as an indispensable ingredient in professional training and practice. We had no clear-cut suggestions of how to develop this very important ingredient. One aim could be to produce in our students, not only a concern for the discipline or the profession, but a capacity to function as a "change agent", with the sensitivity and the wisdom to ask, "toward what end am I applying this professional knowledge?"

One of our conclusions was that it might be very worthwhile, as a saving of resources, perhaps, to consider *cooperative efforts* within universities or between various types of professional schools, to develop a basic world affairs cross-cultural learning experience which could then be built upon in the rest of the curriculum. Whether this would be done through the formal curriculum or not, or through role-playing, summer or work experience, or cross-cultural experience was really left open. Another approach suggested was a topical one. Can we undertake to get some of the international dimension into our training within or across professional fields by taking up such a critical issue, as arms control, for example, to bring to light some of the issues involved?

I think that we tended to underscore the fact that we have not been effective as public citizens ourselves and generating enough support and education of our congressmen and our citizenry to get funding for the *International Education Act*, to get adequate funding for our cultural exchange program which, in spite of its many shortcomings, is still very effective. We asked ourselves if we could reallocate our own existing human and fiscal resources to further international education. Are we really willing to put our muscle into it, or is it just a by-product that we will do if someone else gives us some external funds to work on it? We did not define our ends very clearly.

In conclusion, we asked if we have recognized the importance of working together cooperatively, seeking solutions through cooperation, which in essence does not depend on professional and technical skills alone, but on attitudes, the kind of perspectives that we spoke of earlier, and perhaps enough humility to recognize that we do not know the answers although willing to tackle them in radical and fresh ways.

Conference Rapporteur — Dr. Kenneth J. Rothwell

Our aim has been to develop some common views on the special issues, problems and questions for the specific professional schools. Many of the questions and problems repeatedly raised in the separate groups can be grouped around certain topic areas.

1. *Problems of Motives.* This is the fundamental "why" question. What are the reasons for involvement in international education, if any? How necessary is international education for the professional school? Are the motives legitimate? Can we arrive at priorities after determining motives?
2. *Resource Problems — Human and Financial.* Can any school accurately identify those resources, financial or human, given over to international education (after defining this type of education)? How can resources be developed and optimized for the purposes of the school? What pattern of federal, state, agency, and foundation support is most desirable from the professional school point of view?
3. *Problems of Pressures.* Who is creating the demands? What is the role of the national interest, institutional interest, self-interest, accrediting agency, foreign interests and humanitarian interests in developing international education? Can pressures be sufficiently resisted if needed?
4. *Problems of Identifying Needs.* What is the true source of demand for international education? Which are the most deserving elements abroad to be engaged in U.S. programs of international education? Is the foreign student who is already involved in U.S. professional schools, adequately catered for, or is he over-catered for? How about the need of our own faculty for international education?
5. *Problems of Institutional Relationships — Intra and Inter University — Intra and Inter Professional School.*
Can the professional school be involved (or not involved) by itself? Where is the leadership for change to come from? What support is required from other educational elements? Can faculty engaged in international education be adequately recognized and equitably rewarded? How should the professional school relate to societal needs?
6. *Problems of Programming — Strategy Issues.* Since the schools are training practitioners, how can they answer the questions — "for what" and "where"? How are attitudes on World Affairs developed in students at home as well as abroad? What are the curricula challenges? Are the specifics of a program to be determined partly by the larger institution in which the professional school finds itself?
7. *Problems of Listening — Communicating.* How can the need for professional groups to listen to each other be handled?

II. HIGHER EDUCATION AND WORLD AFFAIRS

EVERETT WALTERS

I shall not attempt to review the material so ably set forth in the reports of the several Education and World Affairs task forces or the topics you have already discussed. Rather, I shall attempt first to relate the topic of the conference to its historical setting, and second, to analyze the position of world affairs in the present educational setting. By the latter I mean the competition for attention these affairs have from other problems, such as urban affairs, curriculum change, the extension of faculty influence and student power.

As a historian interested in higher education, it is natural for me to trace the involvement of the United States in world affairs. Most of us tend to forget that our nation has been vitally concerned with world affairs for only a short period. During the 19th century there were, of course, many important ties with other nations of the world, chiefly through the waves of immigrants, commerce and literature. But then few Americans thought of national involvement in European or Asiatic political affairs or even of attempting to direct the destiny of another nation. Considering themselves isolated, most were quite unaware of what went on in other countries. The fear of entangling alliances, stemming from George Washington's presidency, continued to hang in the minds of most 19th century leaders. Relatively few Americans traveled abroad. European leaders were regarded with great suspicion, a suspicion which grew into distrust of the "striped-pants" diplomat. Americans of the 19th century accepted non-entanglement, secure in their geographic isolation.

Even after two World Wars, the United States was reluctant to assume interests abroad. The American people were against joining the League of Nations after World War I, and resolutely avoided any international involvement during the nineteen-twenties. Neutrality became the watchword in the nineteen-thirties and it was exceedingly difficult for Americans to accept the inevitability of the Second World War.

The outcome of World War II left no freedom of choice. Great Britain no longer was a dominate European power and her empire was diminished. Other earlier friends, France and Italy, were weak and demoralized. Their governments were feeble; instability, uncertainty and inflation were common. In their place was a new colossus — Russia — which, although severely battered by the war, rose steadily in power and showed determination to win a place in world affairs.

Events of the post-war years were marked by a steady growth of international tension. Underlying all was the threat of the atomic bomb, and the international race for the stockpiling of bombs. The threat of communism held steady, bursting out in 1958 when Russia launched Sputnik, and revealing quite clearly, Russia's sophistication in science and superiority in the exploration of outer space. Unsettling too was the communist victory in China in 1949 and that country's thirty-year friendship and mutual assistance pact of 1950 with Russia. The threat of communism and dictatorship spread to Latin American and Asian countries as well.

Without further elaboration, it is extremely important for us to note here that the United States is now deeply involved in world affairs:

1. It is fighting an undeclared war in Vietnam with over 500,000 men involved and bombings exceeding that of World War II. Official statements declare we are engaged to prevent the spread of Asian communism into Vietnam and Southeast Asia.
2. It is supporting hundreds of thousands of troops in Europe, all of them in a state ready for war and the long-term commitment to remain is obvious.
3. It is deeply involved in the Middle East, now a "hot spot" with the high tension between Arab and Jew and the power of communism in evidence.
4. It is dueling vigorously with Russia in the scientific race for arms and armament superiority.
5. It is continually being forced to take action in Latin America, the revolt in Cuba demonstrating that communism is a threat in this hemisphere.
6. It is interested, largely because of humanitarianism, in helping underdeveloped nations to achieve economic viability.

This incomplete picture of the United States world commitments serves to emphasize the range of United States involvement in world affairs, both in regard to dozens of small nations and the few giants. Our country is the dominant world power but this is not an easy or quiet role, for there are powerful challenges — mostly communist-oriented.

It follows that our involvement means that higher education must assume and continue to play an active role in the preparation of persons who will engage in the active participation in world affairs. It seems abundantly clear that the professional schools should play a dominant role.

That the professional schools are already involved is indicated by:

1. The large number of foreign students studying in our universities who are in the professional schools of education, engineering, public administration, medicine, pharmacy, nursing, social work and others.
2. The overseas operations of most of our universities. These operations range from AID programs for the training of school teachers, to the economic assistance programs, and to technical assistance programs.
3. Specific educational training programs with degrees in such areas as public administration.

The ways in which the professional school should be concerned have been well set forth in task force reports of Education and World Affairs. It would be presumptuous of me to tell you what to do — I suspect that you can do far better in these matters than I.

I should like to comment on the timeliness of this conference — and other Education and World Affairs conferences — because the work done here should have direct bearing on the operation of the International Education Act of 1966. When funded, this Act should help all areas of higher education engage more effectively in their efforts in world affairs studies. As you know, professional schools are specifically included in the provisions of the Act.

Quite clearly some of the problems involved in higher education and world affairs were highlighted in the recent International Conference on the World Crisis in Education at Williamsburg, Virginia. At least three of these problems were identified by Fred M. Hechinger, education editor of the New York Times (October 15, 1967):

1. Any direct U.S. governmental action to assist in developing education in the underdeveloped countries is suspect as a threat of foreign cultural imperialism (In order to secure sufficient international participation, the conference had to be sponsored and financed by philanthropic and industrial foundations rather than a Federal agency. Yet, as Hechinger points out, it was ironic that most foreign delegations felt reassured as to the status of the conference only after President Johnson's unexpected visit.);
2. The need to present the difficulties as a "crisis." In other words, international education needs a better "image";
3. The most important: how to make education relevant to students in these foreign countries rather than "to justify the existence of the educational establishment".

In the second part of my remarks I wish to raise a matter which I believe is a powerful barrier to the development of world affairs education in our universities. This barrier is the rapidly emerging competition for priorities at most universities. By this I mean that the money and effort needed to further the interests of world affairs will have to be weighed in relation to the other dozen or more important problems now facing universities. Thus world affairs must find its priority position at each university.

Let me illustrate some of the issues which demand immediate solutions. First, is the problem of financial survival for the private institution and adequate assistance for the public institution. Rising costs of education, principally increasing faculty salaries, have raised institutional budgets close to the breaking point. Harvard College, it has recently been reported, runs a deficit of about a million dollars annually. Leaders at numerous state-supported institutions are apprehensive about the prospect of securing additional tax dollars in the next year or two. Many of you have noted the recent spate of tuition increases. Tufts has announced its next year's tuition at \$2,300; unquestionably most private colleges and universities will soon have tuition of over \$2,000.

A second major issue before higher education, and more important than most people recognize, is the need for curriculum change. Curricula at most colleges and professional schools are sadly out of date. How few medical schools are even willing to consider changes in curriculum let alone a complete revamping? How many law schools have reorganized their courses to accommodate the results of the revolutionary decisions of the Supreme Court or to recognize the fact that their students have had a far better undergraduate education than their students fifteen years ago? How many law schools still prepare their students primarily to become practicing lawyers? And how many undergraduate colleges have fully explored new teaching methods, including the use of audio-visual aids and television? How many programs in sociology, psychology and political science reflect the new research techniques, including the use of the

computer? How many undergraduate colleges still have a bewildering conglomeration of out-of-date course requirements? It is my impression that few institutions are thoroughly adjusted to the better prepared high school graduate.

A third matter before colleges and universities which demands attention is the increasing desire by faculty members to share in decision-making. While faculty members in the past have been quite content to participate in certain curricular changes and faculty promotions and tenure, they now seek to help establish major institutional policies. Dr. David Fellman, of the University of Wisconsin and long an influential member of the American Association of University Professors, pointed out at the recent American Council on Education meeting in Washington that this is "the age of the professor" and claimed that any self-respecting faculty member will demand the right to participate fully in institutional policy making. Although I fully agree with principle in Dr. Fellman's contention, I fail to see that it would work out to the extent that he calls for. My experience has shown that faculty members generally are quite willing to debate policy matters, but hesitate to reach decisions, openly shun administrative responsibility, and fail to consider the overall college or overall university aspects of problems. But whatever your views on the subject, it is one which requires attention and a prominent place in institutional priority of concerns.

Related is a fourth issue of institutional concern — that of student involvement in decision-making. All have heard the noisy demand for "student power" at certain universities and the unfortunate means that student leaders use to gain that end. As you know, some of these leaders in effect call for a student take-over of education. At the American Council's meeting, the former president of the student congress at the University of Michigan and now a Columbia graduate student flatly declared that the universities simply do not know what they're doing. To him and other students, the curriculum, teaching methods and all other university activities are out of date — there is virtually nothing that's "with it" for today's student. My belief is that this extreme position is absurd but that there is something in the continued student unrest. As I see it, the students *have* reasons for complaints — they are children of a tense age, an age dominated by fear of war, an age of great social and economic unrest, an age of violence, of the commercialization of sex, of drugs, of permissive parents, of shifting moral standards and of unsettling changes in church and home. Further, they feel distress at the growing impersonalization of our colleges and universities with their ever-increasing class size and IBM cards. And they want to be independent and treated maturely and they want action — they want to be part of the decision-making processes at their universities.

For those of us at urban institutions there is the question of involvement in urban affairs. More and more we are called upon to enter directly in the extension of civil rights, racial discrimination, slum-clearance, air and water pollution, and similar problems of the city. The urban-grant university recently suggested by Clark Kerr has great appeal for many of us. My personal feeling is that most universities will have a nip and tuck battle to resist becoming service stations to the immediate problems

of urban society. Education and research still remain our chief businesses.

I hope that I have not dwelt too long on these matters — there are at least a dozen others of significance, but I have done so only to make the point that there are a host of important problems facing colleges and universities, all of which crowd for priority attention. Only one of them is world affairs. Quite obviously there is sharp competition.

Curiously enough, there is a division here as there has been in our nation's recent past and present: the division between domestic and foreign matters. The problem comes down to this: what kind of priority does world affairs rate in the scheme of things in higher education?

It goes without saying that world affairs should have a top priority. But how "top" is "top?" As I see it there must be a number of "top" priorities at the universities, i.e., a number of concerns which must be given priority considerations by administrators and decision makers. Thus, in addition to the matter of its economic future the university's leaders must at the same time plan for its educational future; and world affairs should be central in its educational future. Universities must further the cause of world affairs not only in its undergraduate programs but also in its professional schools.

There must be an overall university and professional school commitment to an involvement in world affairs. To paraphrase and quote from Dr. Irwin Sander's splendid paper on "The U.S. Professional School Confronts the World," the internationalization of our contemporary academic life:

is especially evident on those campuses where . . . area studies has brought with it a stream of foreign visitors, where the research interests of a significant number of faculty members have shifted to topics requiring study abroad, and where the university as a whole, or one or more of its professional schools, has undertaken an overseas technical cooperation contract. It is evidenced, too, by the increase in foreign students. . . .

So too I subscribe to Charles Frankel's rationale for the investment of U.S. educational resources when he maintains:

. . . U.S. education has an international responsibility whether it makes any conscious decision to fulfill that responsibility or not . . . First, the very materials of education today are international. Science is international. To an increasing extent, literature and the arts are produced for an international audience and are responses to problems whose major elements are common to many nations. Second, the world beyond our borders has become for most of us the world that is on our minds a good part of the time. To fail to register this fact in the education provided the young is to inject unreality into education — an unreality the young will recognize. Third, education is emerging progressively as the indispensable ingredient in the complex and painful process to which we have given the bland name of "economic and social development."

I would add another reason: that anything our educational resources can do to bring about world peace should be exploited fully. What can be the purpose for and justification of our civilization if man cannot find a way to eliminate the blight of war and international savagery?

What can a university commitment be? (1) "concern of the top administration for international matters as revealed in trips abroad, speeches made, guests invited to the university, and — most important of all — a readiness to seek funds in support of international programs." (2) "The appointment of a dean or Director of International Programs or the establishment of a Center for International Studies. These may have the mandate to try to coordinate various programs, to suggest new dimensions to be considered, and to help faculty members and schools find the resources for new ideas they wish to carry out. These deans and directors usually work with a representative committee drawn from across the campus and increasingly with associate directors located in those schools which have very active international programs." (3) "An all-university plan covering the next five or ten years should be prepared. It should be based on the goals set by each department, school and college, on an analysis of existing resources, and on a strategy for implementing those items in the plan which are given top priority for the university as a whole. For a professional school such a plan has marked advantages: first, as a unit of the whole it has to decide for itself as part of the planning process whether it wishes to expand its involvement in international matters, and, if so, in what ways; second, the plan would help the school discover what other units in the university have similar interests, often leading to productive joint appointments and joint research projects; third, when the school does explore the possibilities of outside support from a foundation or government agency, it could show how its own proposals fit into the total university effort."

As an administrator daily besieged by faculty groups, citizen groups, federal agencies and a host of others all demanding training programs, special studies and other services I urge this group to exert great pressure at your individual institutions so that world affairs will stand high in your institutional priorities. If you do not, I fear that the professional school and world affairs will lose out in the battle for educational priorities. I am not sure that most administrators are fully convinced.

Especially is it necessary for you to form local pressure groups inasmuch as the funding of the International Education Act will not come about for several years. This unfortunate development means that it will be necessary to keep up interest without much hope of action for a long period of time; in today's fast-changing society it will not be easy to maintain such interest. Fortunate indeed are those universities which have sufficient free institutional funds to continue interest in world affairs.

But I have the feeling that in New England much will be done in the next few years and that the end of the Vietnam conflict, hopefully soon to be achieved, will bring a soundly based core of professional school commitments in world affairs at our several universities. New England with its unequalled educational facilities should be a leader in world affairs.

III. REGIONAL AND INTRA-PROFESSIONAL PROBLEMS OF INTERNATIONAL EDUCATION

Professional involvement in world affairs does not necessarily correspond to overall institutional involvement. Nevertheless, there is continual, although perhaps insufficient, interchange between these levels. Within professions there are differing degrees of involvement depending upon a wide range of stimulating factors. It was the purpose of the second part of the conference to highlight the problems facing each profession in dealing with its international and intercultural connections.

Each of the professional groups met to consider the pertinent questions for their particular profession. A suggested list of questions had been provided earlier by the general sessions. Rapporteurs conveyed a summary of the group discussions to a general session; this was followed by a final evaluation.

REPORTS OF PROFESSIONAL GROUP WORKSHOPS

AGRICULTURE: Rapporteur - John H. Foster.

To answer Question #1, which dealt with the *motives for becoming involved in international agriculture*, we listed two areas of interest which seem justified for colleges of agriculture. One involved our curriculum and our ability to perform the job of educating students. It broadens the student and faculty understanding of the real world. One of our participants said, "It keeps us honest. It makes us state all of our principles and understandings in terms of the total world picture instead of the limited, national, or regional view." Many of our students will, also, sooner or later find themselves involved in the international affairs of agriculture if present trends continue. Students, therefore, need this kind of exposure. In addition, what happens in other parts of the world has a strong impact on all aspects of our own lives and students need a degree of world understanding to be useful citizens, even if they remain uninvolved in international affairs and stay home all their lives.

A second general reason why colleges of agriculture need to be involved is a humanitarian concern. Since medical people, some of whom are in the audience, have been so successful in their international efforts, agriculture people must become involved in international efforts. You all realize that world population is increasing rapidly and there are many more mouths to feed. We must find some way of increasing the food supply at the same, or a faster rate, than population is rising. In other words, there is a sound, practical human necessity for colleges of agriculture to become involved in international problems. Because we live in an era when we must cope with rapid population increases, we must be involved.

As far as Question #2 (the *resources for international education*) is concerned, we did not, strangely enough, spend time in talking about where the money is to come from. Instead, we discussed how we can make better use of the resources we already have and which will cost us little,

if anything, extra. We made several suggestions:

1. We can make much better use of the foreign students in our midst, to help our own students develop more of a world outlook and understanding.
2. We can use more effectively the experienced faculty who go abroad and return to our campuses.
3. We can make more use of the expertise and experience in other parts of the university in terms of foreign involvement.
4. We could hire foreign-born professional people more than we do, as part of our regular staff. This would not require any additional funds, and yet we could use their background and experience in broadening our programs.
5. We felt that we could accomplish more than we do now by developing area specializations within our institutions.

On a regional basis, several agricultural colleges, such as those in New England, could get together to specialize in the development of an extensive and long-term program in a particular region of the world. We could then concentrate all of our efforts in the particular area and make an impact instead of operating a splintered program in which our faculties are scattered to the far corners of the earth in response to uncoordinated opportunities that come along.

In reference to personnel resources, we discussed the problem of losing professional ground while abroad. In the fast developing field of agriculture, we agreed an individual's obsolescence develops rapidly if he stays out of the country for more than two years. Such faculty have great difficulty in fitting into their old positions again. This problem is separate from the equally difficult one of the common loss of professional and salary advancement which often accompanies foreign service. We asked the administrators and others to think about alternative ways of solving these problems. One suggestion was the creation of a service corps of people in agriculture who would plan an international career. It was observed that our best talent, our best professional people, tend to stay home while those with some difficulty in their home environment tend to be the ones that go abroad. Someone in the group, however, wondered aloud what those of us who had been abroad thought of this observation.

Question #3 on the pressures and where these come from has been answered above. We found that answers to several of the questions overlapped.

Question #4 involved the *identification of needs for international education*. The sources of this demand come from agricultural supply and trading companies involved in international activities, and from government services. From the student point of view, returned Peace Corps people often have become interested in the problems of the world agriculture and the present imbalance between population and food provides an opportunity for students whose general idealism leads them to want to help solve world problems.

We spent some time talking about the *place of the foreign student* in our colleges of agriculture and we concluded that we are doing a rather poor job for him. We are trying to fit him into the general on-going programs of the colleges, which have been developed for American stu-

dents preparing themselves for American careers. Because of differences in educational background and in cultural objectives and goals, the foreign student does not fit well into this situation. We are losing much of the benefit that might be achieved by developing a program that is more directly suited to the needs of the foreign students.

Question #5 asked about *institutional relationships*. There was general agreement on the benefits of a cooperative effort among all the colleges of agriculture and home economics in New England which would include a unified program and sharing of staff. Such a program would minimize the burden on each institution, and yet the total program would be sufficiently large to have a real impact in terms of reaching our goals.

We also talked about the need to promote much more *intra-university contact* between the colleges of agriculture and other parts of the universities. The question was asked, "What do we need from the colleges of arts and sciences?" We made an incomplete list of answers which included the following:

1. We need to know how to communicate with, and in, other cultures, both the study of languages and also the whole problem of communicating with people who do not think as you do.
2. We need to know what differences the differences in cultures make to a program of agricultural improvement. We raised the question, "How do we add this training to our curriculum since we still have the responsibility of giving students the needed professional training?" This should not be reduced in order to get these other things into the curriculum.

Several different ways were suggested for promoting intra-university contact:

1. a personal basis between individuals;
2. the operation of university committees; or
3. a consciously structured program to get people together, such as a seminar program or a short-term course; and
4. mixed membership of graduate student committees.

It was pointed out that area studies people in arts and sciences need the professional people as much as the professional people need the area studies experts. This can clearly be a two-way street, but it is not being traveled much at the present time.

It was also suggested that New England can benefit from its long experience with economic development. We have been going through this process for many years now, more than many other parts of the country. This puts us in a unique position to work with areas of the world which are attempting economic development at the present time.

Question #6 related to *programming*. Perhaps I can answer this in the form of a summary statement. We were asked whether the problems we had been discussing implied that we should really be very cautious, and move very slowly in programs involving international agriculture. There was general agreement that these problems did not mean we wanted to hold back. Instead, they mean that we should move in this area of interest as rapidly as possible, but that we should recognize the problems that do exist and attempt to solve them.

BUSINESS ADMINISTRATION: Rapporteur - John W. Hennessey, Jr.

We began our discussion this morning with further questions and, then, we began to make declarative statements which, I think, properly clothe our uncertainty. Uncertainty is still there. And if I slip from declarative into interrogatives, I apologize for my group.

1. We agreed that American professional schools of business administration *should be involved in international education*, in their enlightened self-interest. That means a variety of processes and programs involving international affairs, to strengthen the capacity of the business school to meet its main goals, directly benefiting students, faculty, the profession, the nation and society. Primarily our responsibility to our student and his continued growth would involve us in such things as:

- (a) some required course work in our programs in business involving international affairs;
- (b) using the strategy of international comparison in all courses where it is an effective teaching-learning strategy;
- (c) electives for students who want to probe more deeply into the relationship between business and international affairs; and
- (d) we need to provide an opportunity for faculty to grow through testing their ideas in other developed or developing cultures, thus to teach more effectively. Such international involvement can contribute both specific knowledge and skills, plus a broad liberal sensitivity, a worldly attitude on the part of students, faculty, and administrators, which is an appropriate part of the education in our professional schools, and consistent with its particular values; and
- (e) we assert that researching these phenomena (and showing the value of such research to the student as a continuing learner) is in our enlightened self-interest as educators in this professional field.

2. The American professional school of business administration has a responsibility to be aware and helpful in analyzing what was represented by one of our discussants as the "time bomb" involving the "haves" and "have nots" in the world. Business schools share this monumental concern with the rest of the university community. There is room for collaborative research and education on this larger problem and time is short.

3. We are concerned that we have *poor criteria for measuring the value of operations abroad*, institution building, or consulting in developing countries. These poor criteria result in schools of business administration (and we think maybe other types of schools, too) making the decision to go abroad for bad reasons. Should the establishment of these criteria be left up to the host country? Should these criteria be established by the State Department of the United States? Should E.W.A. establish these criteria? We would say no to each question. Rather, we feel it is a joint responsibility in which we should make a special contribution because of our concern in the field of management for systematic analysis of the allocation of resources and establishment of priorities. We want to be part of that particular action.

4. Individual consulting is an integral part of the professional tradi-

tion of our area, as it is in all professional areas. We welcome requests for such help from abroad, and this means not only consulting in the simple sense, but *understanding the process of dependency*, and understanding the need for building local strength and phasing out consultation. Such consultation should not be insular, but related to U.S. foreign policy and many other variables.

5. Business schools in the U.S. have developed analytical tools and techniques useful to American management. We have a responsibility to test these tools and techniques in other countries, with the permission of the host countries, and to export this kind of expertise. This is consistent with our professional values and our proper contribution. We want to add an appropriate warning that the *exporting of managerial expertise* does not mean the exporting of a particular economic philosophy. We are aware of the dangers of intellectual imperialism.

6. International affairs, we feel, is not only a legitimate vehicle for establishing appropriate relationships with the rest of the campus, but indeed, it may be a uniquely valuable opportunity to develop those relationships which we want in the graduate field of business administration with economics, sociology, psychology, government, history, and a range of other disciplines.

The American business school plays its proper role on campus along with others to develop a more appropriate and conscientious response to the international challenge. Some of us felt that the graduate business schools have a unique advantage, and as a result ought to take the *leadership role on campus*, because economic development and the improvement of managerial skill are fundamental problems in the developing nations, and they are in the province of the business schools' special expertise. Also, because it is part of our professional goal to teach those values which underlie the best and most responsible practice of business administration, including an intelligent and informed involvement in international affairs, our business schools must practice what they preach.

7. We talked about the concern of the business school for *managing human resources*, something in which we are heavily involved in our teaching and research. We thought business schools should openly tackle the problem of developing our own faculties in the international dimension, and making certain in some rational way that systems of faculty rewards are related productively to our goals in the area of international affairs.

8. We saw much more clearly the need to associate ourselves with the other professional school groups represented here in Manchester, not so much to help us answer our peculiar or unique questions as to throw a light on the common process and criterion problems which we share. We would hope that some kind of *continuing exchange* might be decided upon as a result of this meeting (perhaps, at the national level, a panel within E.W.A.) to foster a common discussion of the processes of optimizing the use of our professional school strength in international development.

EDUCATION: Rapporteur — Daniel W. Marshall

Dean Marsh proved to be a very effective teacher: he started by

asking how many had done their homework! Even so, in a class composed almost entirely of professional educators, one of those professional differences, referred to earlier, immediately showed itself. Although we are all people who believe in lesson plans, we definitely departed from the guide sheets given us and seem to have substituted a whole new set of questions.

Instead of speaking directly to specific questions, I shall present the logical pattern of our discussion, which I can report more faithfully. We started out by asking: "What are the component parts of international education?" "For what purposes and at what school levels is it most appropriate?" A second type of question that we asked was: "Does professional education have a singular, inescapable, role in international education?" A third series of questions concerned our anxieties: "What anxieties may be developing along with our growing pains?" and "How do we confront these anxieties, both as individuals and institutions?" Finally, we gave much attention to this question: "What seems to be the more workable administrative arrangement for the conduct of international education?"

What are the *component parts of international education* as seen by the professional educationists? First, we agreed that international education may be divided into several different, if not discrete, categories. For example, there is one facet of international education where knowledge, understandings, and appreciations predominate over actions and activities in the field. Knowledge and understandings are probably more significant for internal, domestic consumption whereas we labelled activities taking place across international borders an external dimension of international education. We feel that these internal and external dimensions must receive a different emphasis according to whether instruction is being provided in undergraduate or graduate programs or within the lower schools where we as professional educators feel a big responsibility.

Our discussion became even more interesting as we pressed our analysis of the various dimensions of international education even further, because we happened to have an international member of our committee who remarked: "The British Commonwealth would say there is an idealistic, humanistic approach here; also a very practical, political and power-oriented one." For him, there is "a tender-minded approach versus a tough-minded one" and it was probably this categorization which led us to note differences according to source of funding. We tended to agree that the collegiate institution's own funds and local resources should be responsible for undergraduate instruction featuring idealistic, humanitarian considerations whereas, more pragmatic, task-oriented assignments must customarily be financed by external funds; also, controlled by external guidelines and outside suggestions deliberately intended for specific missions. Other pertinent questions related to the differentiation between external and internal categories are: "*When are we principals, and, when are we agents?*" and "In respect to responsibility and control, when are we truly professionals, when only civil servants?"

Does professional education, especially those institutions which prepare teachers, have any singular, inescapable and all-important role in respect to international education? Let's hope — to borrow Dr. Adams' highly pertinent metaphor — that we, as educationists, were not guilty of

simply riding forward on the crest of our own erroneous assumptions. As persons responsible for the preparation of teachers, we believe honestly and seriously that we have some special responsibility for what occurs in the lower schools. We are also convinced that if international good will and understanding are to become common attributes of all American citizens the foundation must be laid during everyone's early schooling. Our whole international stance can be improved only through the ballot-box, directly, and through the schools indirectly.

We expect the intending teacher to have his *international outlook enhanced by general education*; i.e. by academic specialists in the liberal arts side of his collegiate preparation. Professional educationists must insist that this happens, but we feel that a school of education should not normally undertake on its own to teach courses in international affairs. Given assurance that international education is being incorporated into every prospective teacher's general education, the school of education must give emphasis to the ways that international understanding may be developed at the elementary school level and within instruction in the social studies at the secondary level.

One person with experience in international endeavors raised the question, "As institutions how can we protect ourselves from being distracted? How can we keep our academic integrity, especially when we are called upon from the outside for specific missions which swerve us from our main lines of endeavor?" If any answer was given to this question, it was that you have to depend upon the good judgement and health of the institution. The strong institution will have the courage to turn down assignments which it could discharge relatively well if it were not already so over-committed. Here again, the question of the external political demands versus the autonomy of a particular institution was raised. Seemingly, educationists are beginning to voice negative reactions to very subtle guidelines from governmental agencies. Henceforth, are we to be merely chore boys or still able to plot our own course as to what any particular institution's role already is, or should become?

As a tentative working principle, we agreed that those things which had to be done for the domestic program, for the education of all prospective teachers, should be financed by the local institution. Any training of experts, of specialists for service abroad, we felt should receive its funding from outside sources.

Another anxiety was best expressed by a language specialist who had infiltrated our group. He was properly blunt about our *national lack of cultural sensitivity*, our lack of humility, and our reticence to go abroad, especially to developing nations, with a sincere desire to learn. International humility needs to be emphasized in our lower schools much more than it yet has been. As Boas once said, we must all come to understand that our own culture may be dearer but not better than other cultures.

I move now to the last question: "What seems to be the more feasible sort of machinery, the best administrative arrangements, for international education?" Some of the suggestions of the E.W.A. task force will be broached here. For example, the task force made a strong recommendation that international education be conducted under an umbrella committee

involving representatives of all schools and divisions of the university. This document charges, we think accurately enough, that much has been attempted not altogether successfully by educationists with an overly romantic view. A strong plea is made for more tough-mindedness and more realism.

Despite the obvious merits of the E.W.A. publication, we would accuse those who wrote the preamble of the document of having too contemporary a view and of being too oblivious of what happened in this country a hundred years ago when we were involved in our greatest social experiment — the creation of a free and universal system of public schools. At that time, many foreign visitors did come here to study and observe; likewise, we were dispatching people such as Henry Barnard and Horace Mann overseas with the hope that they would identify and observe good educational practices that could be adapted for use here at home. Thus, along with Business Administration, professional educators also have a long tradition in international education to uphold!

Finally, our group voiced a mixed reaction to the E.W.A. task force's insistence that a *university-wide committee for international education* be established. Such an umbrella committee seems absolutely necessary for the proper infusion of international education into collegiate programs of general education and for such cooperative projects as fostering sister institutions overseas. On the other hand, the view was strongly expressed that for the training of specific experts and for research, the administrative organization should be best governed by the function, by the mission itself. Here the rule would be to involve only the particular branches of the university and the particular people who are especially equipped to contribute significantly to the particular enterprise at hand.

ENGINEERING: Rapporteur — Willard P. Berggren

The report given here follows the numbered order of the question sheet, but was assembled some time after the discussion, so that if some gems go unnoticed, I apologize to my colleagues.

Question #1: *The problem of motives.* Among these were world tensions and general lack of awareness by professional groups and certainly also the likelihood of growing world involvements — the familiar story of the world getting smaller and smaller. In addition, under motives would certainly be the professional challenge to each of our groups; and in the case of engineers, very interesting problems that arise abroad, as well as very interesting solutions from abroad.

"How necessary is international education for the professional school?" We are not impressed with the possible effectiveness of formal courses in international matters until, and unless, a given person plans to go to a given place and do a certain job. Then, as with the Peace Corps, very effective preparations can be given — language, custom, and indeed, technical preparation. On individual assignments or on small teams, the effort would be to teach engineers to appreciate and cope with social and political factors; on larger teams, socio-political experts should be included. The international point of view, we feel, can be conveyed to engineering students more by the attitudes and experiences of teachers.

A very fundamental problem is getting teachers out to see the world and reading all they can about other parts of the world and progress there.

"Are the motives legitimate?" is the next question, and I'll say that the motives that we recognized are legitimate, the ones I was speaking about just now.

Question #2: *Resource problems.* Can any school accurately identify resources? Simply, no. We say this after defining the parenthetical statement, after defining this type of education, namely international. The definition we reached was fundamental to our other comments. There are two major components of international education, perhaps one recognized better than the other:

1. what can be done for other countries, specifically the less developed ones; this can be divided into: (a) students from foreign areas who come here, (b) foreign area studies that would be done here by our own people, and (c) the sending of experts and teams; and
2. a component to which much more attention should be devoted, is foreign inputs, as the engineers would have it, where experience of our faculty abroad and more awareness through the journals are the key points.

We suspect that *pattern of support* refers to the proportion of aid that should come from these various sources, but we deliberately avoided an answer because another interpretation was possible. This interpretation was that of *functions* — the functions defined above as components of international education.

It is possible that *engineering technicians*, who are perhaps less elaborately trained theoretically, but who can do day-to-day jobs, might be more needed than fully and highly educated engineers in the less developed countries. However, there is more than a suspicion that local, social inhibitions make it difficult to get them to agree in these areas, and that perhaps less elaborate and more down-to-earth training would be a more specific need. In other words, what is said as needed is not necessarily what is thought as needed.

Question #3: *The problems of pressures*, as another speaker has said, is difficult to separate from problems of motives. The only comment I can add was put rather well by a person central in our discussions: that we should respond to pressures, not to temptations.

Question #4: "What is the true *source of demand for international education*?" The national conscience, we think, first of all. Also, the foreign requests and perhaps favorable responses to our questions addressed to these people, both official responses by the governments and individual approaches by the people who wish to come here and study. We often must draw a distinction between the needs of the developing country as expressed by the elite of that country, and the needs we might venture to assess ourselves, by what might be called grass roots.

"Which are the most deserving elements abroad?" We think that the underlying thing is to aid the people to aid themselves, if we may engage in a cliché.

"Is the foreign student already in a U.S. professional school ade-

quately catered for?" We are not sure about "adequately", but we feel that if the person is moderately well advised and enters an established professional school, then perhaps it would be wrong or undesirable in terms of the limited assets of the school, to bend it to his needs. In other words, he comes, and if he has selected well and has prepared himself well, he will profit by what we give. Perhaps that is as it should be, except that there might well be certain institutions in the country that feel they should specialize in adapting and meeting the needs of foreign students. But we think relatively few centers could lean in these special ways. We feel that foreign students who come to the United States — some rather fervently — should return home if obligated to do so. There are many sides to this matter, but there are too many cases of talents being lost to their own lands.

About the *need of our own faculty for international education*. This indeed, seems a central point of the whole discussion.

Question #5: The *inter- and intra-university questions* and inter- and intra-professional school questions. These depend so much on specific circumstances that we found it hard to generalize except to say that certainly inter-professional school cooperation, anywhere it can be established, is highly desirable. We enjoyed, as engineers, talking with other professionals, even though several of us felt later that we had not been talking our own language. We tend to revert to the easy thing; we feel we are talking our own language when we are talking to our own people.

"Where is the leadership for change to come from?" First of all, from conferences like this; secondly, from the professional schools; then from the professions themselves, as distinguished from the schools; and finally, from foundations and government. We would say that specific needs should be supported from other educational elements. When there is a specific case and problem you call the experts in. There was general feeling against requiring all engineering undergraduates, or indeed graduates, to engage in some course in international relations.

As to faculty engaged in international education being adequately recognized and equitably rewarded, the question said "can they be?". Well, we said, yes, they can be and they must be, but we added immediately that this is not well done now, and perhaps not done at all now. Similarly for any activity off mainstream. Someone drew the parallel with extension activity. Any activity off mainstream tends to be somewhat neglected in its recognition.

Now as to the professional school relating to societal needs. Increasing attention, we feel in engineering, is being given to this in the last few years and right now, as for instance, urban problems. It is part of our professional responsibility both within and outside the context of international awareness.

Question #6: *Problems of programming and strategy issues*. We felt, perhaps, a little outside of our sphere here. The word "practitioner" is used and I think engineers tend to disapprove of this term. If one says he practices his profession, then using it as the verb seems more respectable than using it as a noun. Here I apologize for injecting the opinion of the rapporteur.

If we could characterize a true professional, he does what he sees

the need to be according to his education and he does it where he sees the need to do it. Attitudes on world affairs are developed in our students at home as well as abroad; certainly through news media, family influence (though this may be inverted in the sense of the young person doing other than what his family influence might have suggested), local associations with foreign students, and special seminars. Formal courses, we thought, were less valuable in this regard. Recognition of foreign technical advances and challenging problems that arise in other parts of the world can be sprinkled all through our programs; indeed, we hope that is being done now.

The specifics of a program, we felt, should be determined partly by the larger institution in which the professional school finds itself. The nature, flavor of a campus would need to enter the decision for any involvement in an international education program.

Question #7: *Communicating*. Conferences like this are valuable, quite apart from the international context in getting different professional groups to speak to each other, and, we hope, to understand each other. The campus committees that almost all colleges have on international matters, and various forums certainly make their special contributions.

We add a final statement to the effect that even acknowledging geopolitical constraints on aid, we would nevertheless offer the hope that humanitarian and long-range considerations will prevail in the disposition of technical aid.

LAW: Rapporteur — Edward S. Godfrey

A rapporteur must be brief, witty if possible, and pleasantly mendacious. Preposterous ideas must be made to appear original and daring; conservative notions must seem *recherches*; chaos must appear to be consensus.

In the Law group, we departed from the suggested outline. Our moderator first asked the question, "What can individual law schools do, alone or in concert, in world affairs?" The tenor of the discussion that followed was strongly oriented to the individual student, the American student in our law schools as well as the foreign student who comes here. The group seemed primarily concerned for the *development of the student as a person* — sometimes the term "professional person" was used — with the thought that very possibly he is going to become sometime a social or political leader. The opinion was expressed that the professional school has a duty to reveal to its students a frame of reference somewhat different from that which undergraduates confront the world.

It seemed, as the discussion went on, that the difference lay in the fact that lawyers are interested in "generalization at the point of application" (to use Fuller's phrase) with the consequence that generalizations emerge for law students in the context of specific human problems. This phenomenon gives the law student — as distinguished from the undergraduate — a somewhat different slant on the overseas complex — more utilitarian perhaps, but tougher minded.

A maverick in our group dared to propose that world affairs should not have the highest priority in the American law school. He saw the

highest *priority problems* arising in the ghettos and, more generally, as problems of urban planning. Of course, we were not saying that world affairs necessarily had the only priority or the top priority, but that everything should move along on all fronts. What we were trying to do was make a contribution to our students' personal development, enabling them to understand modern life, including developing their insights and values with reference to the world outside of the United States as well as inside it. This calmed an incipient dispute.

The moderator then posed the question of what each school is doing with respect to enlargement of the students' understanding of world affairs. *Comparative studies* were discussed. A caveat was dropped pointing to the dangers for an ordinary American law teacher with no work experience abroad and without knowledge of a foreign system, to start teaching comparative law. However, it was agreed by all that it might be a fruitful process to compare the way law works in certain aspects in the United States with the way it works in other countries. It was observed that an extra dimension was added by the foreign travel and associations of the teacher. Urban planning in England and Sweden was cited as an example.

The view was given that the pervasive approach in American law school studies was not reliable and that the international aspect, the comparative aspect, was likely to get lost in the shuffle if not strongly pointed up by institutional arrangements. The representative from Yale described offerings in the international and comparative field at Yale. He had a cautionary note to add: the international involvement at his institution is so strong that the teacher there may come to the point of considering he has a duty to convince students that they should pay serious attention to the domestic aspects of problems.

Most teachers from smaller or newer schools saw no problem arising from an excess of concern for foreign developments. Teachers at such schools expressed the view that most law students tend to focus their attention on getting through law school itself, passing the bar examinations, and getting a good job in the Establishment — the domestic Establishment. A suggestion was then made that someone should take the responsibility to help these young men and women focus, rather, on their own long-range development. More attention should be paid to guidance of this sort.

It was agreed that a better atmosphere within a law school for awakening and assiting an interest in world affairs would be produced by bringing in teachers who have been active overseas. Their presence would bring new perspectives to other teachers as well as to students and would tend to stimulate development of the law school libraries so that suitable library support could be given to all comparative and international aspects of law.

MEDICINE AND PUBLIC HEALTH: Rapporteur — Robert W. Gage

This Group, following the traditional independence of many of the health professions, decided not to address itself to the questions as presented but rather to make some observations on general principles and

past experience from which, hopefully, there could be gained partial answers to some of the questions. The discussion centered about three facets of international education: (a) the basis of demands — or basic purpose (the "why"), (b) some dimensions of an effectual program (the "what"), and (c) means for supporting programs (the "how").

A. *What are the demands and/or basic purposes to be served by professional international education programs?*

In general, the group divided these into domestic and foreign pressures or rationales.

(1) Domestic

- (a) A "missionary" desire to export our expertise and extend the benefits of our highly developed professional skills to other less fortunate areas.
- (b) A hunger for knowledge, a consuming desire to include a broader perspective of information concerning other cultures, procedures, means of organization, etc., in our bank of knowledge.
- (c) Governmental pressure reflecting the Government's interest in international liaison related to our foreign policy and other considerations of national interest.
- (d) A desire for travel, apparently increasing rapidly, far out of proportion to the increase in population.
- (e) Student pressure. It was observed that there has been growing pressure from more students who have a significantly increased social awareness.

(2) Foreign

- (a) Expression of national aspirations, desires, needs to share in the benefits of technical, organizational, and cultural advancements in this country (in this connection there is often a disparity between the need as locally perceived and as seen by professionals in this country).
- (b) WHO, either independently or through foundations, has exerted increasing pressure upon institutions for providing a supply of skilled professionals for implementation of WHO and other worldwide health projects.

Common denominators among the foregoing expressions of demand and/or purpose were suggested by the group as including the following:

1. A reflection of our basic caring for other people, especially those whom we perceive to be somewhat less fortunate than ourselves. This is seen as an expression of a basic concern for human values, consistent with our professed support of democratic institutions which, at least theoretically, are deeply concerned with the development of each individual to the limit of his potential.

2. The need for defining and minimizing the gaps in the levels of cultural aspirations, resources, and development in the interest of promoting international understanding. It has been the experience of health professionals that it is not necessary to *teach* international understanding, that it is an inevitable concomitant to sensitive, compassionate, and effectual professional (health) programs. Some members of the group empha-

sized the fact that it is of the utmost importance that we do everything possible to promote international understanding as a condition for mere survival in this age of increasing capacity for mass destruction. Effectual health programs are seen as one of the most valuable means for increasing this understanding.

3. A pragmatic consideration: healthy people produce more and are less restless.

B. *What are some of the dimensions of an effectual program?*

- (1) Of immediate and overriding importance is the need for defining carefully the needs of the social unit with whom the international educational program is proposed (in this connection we are thinking especially of the rapidly developing nations). We can think of this as the need for developing a "beachhead" for engaging the members of our educational team (guests) with those of the host country in the interest of (a) an evaluation of mutual aspirations, (b) a description of the gaps in culture, technology, and organization, (c) analyzing and understanding experience, and (d) promoting international understanding. This is another more detailed way of stating that we must establish sensitive communications in depth.

This is a theme which was repeated again and again, based upon the long and sometimes sad experience of health professionals who, misguided concerning the actual needs of another country, have made sincere but clumsy efforts to provide help which often was of no value, if indeed not sometimes positively harmful. The training of neurosurgeons for medically unsophisticated South American countries is an exercise in futility and frustration since there is little or no opportunity for practicing this exacting art at home. It would be much more valuable to train teams for delousing villages and carrying out other more significant public health measures.

In this connection, it is observed that we probably have encouraged far too many foreign students to come here for training in the health professions. Medicine is a notable example. There are many graduates of foreign medical schools coming to this country for internship and specialty training, following which they find themselves too highly trained to be satisfied and/or helpful with the minimal facilities at home. The net result is that they remain in this country and our well-intentioned efforts at providing assistance have actually denuded the country of badly needed technical help.

- (2) (A variation of the section above) We need to study and devise methods of meeting needs in terms which will be useful in the culture and economy to which we are offering help. The basic question is "*how do we help them there?*" We should think not of transplanting our American model to another country but rather of tender grafting of selected portions of our professional skills upon the vigorous cultural roots of the indigenous population.

- (3) We should maintain our expertise — in other words maintain the supply of thoroughly and sensitively trained professionals who will be able to provide help for international education programs. In this connection, emphasis should be placed upon (a) integration of action in research, (b) including not only professional but cultural preparation.

How is this expertise to be maintained? How is the institution to make effectual provisions for the rather unique demands for participants in international education programs when these demands often run counter to the prevailing currents in the academic institution?

- (a) It is suggested that overseas assignment be accepted as a legitimate career component for members of the academic community and, furthermore, that faculty evaluation include this (in addition to the predominating concern for research) in the evaluation of performance for promotion, tenure, etc. Indeed, in some areas it may even be well to *expect* participation in international education programs as an integral part of the academic career.
- (b) This will require the institution to accept a *commitment* to the international education program as an essential, indeed indispensable, part of any comprehensive program in the health professions. To put this in other terms, this could be referred to as a commitment for "institutionalizing the international process." If this is successful, it should be possible to recognize involvement in social development in foreign countries as a level of creativity equal to conventional research. There are many challenging areas of study in outlining foreign social and cultural organizations and finding the means for establishing working relationships with them.
- (c) It will be necessary for an institution to develop the critical mass which in the first place reflects this commitment to the international process and in the second place allows the international program to be implemented without compromising unduly the programs of domestic teaching, research, and service. One of the interesting means suggested for accomplishing this is to establish "academic twins," one of whom would be abroad and one at home at all times.

It is emphasized by the group that there is positively no substitute for long-term institutional commitment, that successful and effectual programs cannot be run on an ad hoc basis (this is not seen as contrary to the subsequent recommendation for constructing all foreign educational programs on the basis of their being phased out through the generation of local competence).

C. How can support for international programs be generated and sustained?

In this period of Congressional belt-tightening there is considerable anxiety concerning the support which will be forthcoming for international education. Regardless of the actual amount of ultimate appropriation, there is no doubt that it will be substantially less than could be used effectually and less than would have been anticipated if the Act had been funded a year ago. Nevertheless, there is a strong feeling among health professionals that international programs are of such compelling importance that some means *must* be found for implementing them, at least on a reduced basis, in the absence of federal funds.

The group suggests that in the long run efforts must be made to develop "grass roots" support as a basis for a national social commitment to foreign educational programs. This probably can be done best by emphasizing the mutual educational value (i.e., the international program as a means for learning) as well as the self-help nature of our international projects. It is recommended that we sharpen our drive for political support of specific legislation supporting international education. At the moment it would be very prudent for direct action to be taken for supporting the International Education Act, with pressure on Congress by both the public and by institutions.

Independent of funds, it is important that each educational institution establish for itself a level of real commitment for the international program. A decision to add or superimpose an international education program on the condition that the institution receive additional funding for that purpose is not any commitment whatsoever, but merely a willingness to accept responsibility for the agglomeration of ancillary programs which have no basic institutional importance. A true commitment is made only if there is determination to incorporate the international education program regardless of the availability of additional resources.

What can be done in the absence of additional funds and with a continuation of the intense competition for existing funds among other interests and disciplines? The group has several suggestions:

- (1) The experience and interests of those faculty who have had international experience can be gathered and channeled in a manner which will disseminate this interest and experience among students.
- (2) International students, either on campus or in nearby institutions, can be utilized for reinforcing the reality of international social and cultural conditions, economic problems, health practices, organizational patterns, etc.
- (3) With imagination it should be possible to develop a regional sharing of those and other resources, including foreign nationals not directly connected with the local educational institutions. Most important is the determination to utilize traditional American ingenuity in taking advantage of local resources.

D. Is there any institutional organization which provides the best model for guiding an international educational program?

- (1) Action by a single school or department within the college.

- (2) Interdepartmental cooperation between comparable departments in different colleges.
- (3) Interdepartmental cooperation within the same institution.
- (4) A consortium of several colleges.
- (5) Regional international centers.
- (6) A coordinator of programs in one or more departments.

Lively discussion achieved no clear consensus except for a concern that interdisciplinary teams might have considerable difficulty working abroad since they were so infrequently successful in working together at home. In general, the group concluded that there was no single organizational structure which could assure success of a program nor any which could not be successful under any circumstance. It was felt that responsibility must be distributed among all departments involved (rather than in a department of international medicine or public health), that most programs would be enriched by involvement of more than one discipline, and that it might be well to have a coordinator of international educational programs for the institution (depending, of course, on the size of the institution involved). Each project or program must be individualized on the basis of the project need and the resources available — thereby arriving at some reasonable estimate of feasibility and organization. It was felt important that all disciplines involved must commit resources which have some real relationship to the need which is expressed.

E. *Some of the other observations*

The common denominator of American educational programs is use of the problem-solving approach. This seems to be the unique American contribution to international education, at least as far as medicine and public health are concerned, and all programs and projects should make use of our experience in this area.

Of great importance is our acceptance of the concept that all programs and projects should have an ultimate aim of *generating local competence*. Thus, if an educational program is successful, it will "teach itself out of business" by carefully phasing itself out of direct involvement as the products of the program take over its direction.

Insofar as we are concerned with having a learning experience in each international program, we must remember that the world is not our laboratory and that we can learn only where we are invited, and there only when learning comes about in relation to our educational program.

F. *Why is foreign aid in such ill-repute at present?*

The group suggested the following among many reasons:

- (1) It is viewed as a giveaway or simple aid rather than as a co-operative effort.
- (2) It has not been represented as a program in self-education for the foreign (underdeveloped) country, which will be phased out as local competence is increased (the self-perpetuating nature of all bureaucracies is a natural cause for anxiety).
- (3) It has been viewed often as representing military or commercial interests.
- (4) It often has been irrelevant to actual needs (again this recur-

- ring theme).
- (5) Often there has been maldistribution of effort and resources.
 - (6) American arrogance and failure to adapt to local standards has given many programs "bad press". There has been an unfortunate, even if natural, tendency for Americans abroad to gather in enclaves which simply perpetuate differences in standards of living, interests, etc.

G. *Miscellaneous questions*

Some of the other questions not reflected in the summary, but worthy of consideration, are the following:

- (1) How can we develop the problem-solving approach to adding the motivational factor to information transfer? — how can we find useful and effective ways of adapting our technology to that of other cultures?
- (2) To what extent should we not only adapt technology transfer to present perceived needs of other countries but also become engaged in a challenge or evaluation of these perceived needs? How far should we go in differentiating our response to what we perceive as real needs from our response to "status" needs (i.e., neurosurgeons in Africa)?
- (3) We should emphasize the importance of learning to use the indigenous human resources in foreign resources. This is another means of expressing our concern for developing local competence.
- (4) To what extent can we replace some traditional content of professional curricula with the study of methodology of international information and value-sharing — and supplement this with independent study of the content which has been displaced?

In summary, the medicine-public health group suggests that we make a case for

Commitment to
Adaptation,
Service, and
Education

PUBLIC ADMINISTRATION: Rapporteur — William C. Harvard

The participants in the Workshop on Public Administration felt that most of the conclusions they reached could be subsumed under three of the seven points on the checklist of "Special Issues, Problems and Questions" confronting each professional school. These three are item 1 - Problems of Motives; item 3 - Problems of Pressures; and item 5 - Problems of Institutional Relationships.

- I. *Motives.* The Workshop on Public Administration stressed from the outset the overriding interests of public administration in any attempt to come to grips with the problem of the professional school's responsibility in world affairs. This overriding interest results from the fact that public administration is involved in all applications of professional education to interna-

tional problems. That is to say, doctors, lawyers, engineers, educationists, etc., all need to work with public administration because they are, in a sense, going to be public administrators if they become practically involved in international programs. A great many commentators have made the point that the various programs of technical assistance now carried on throughout the world can succeed only to the extent that the programs themselves are well administered, and that any technical development achieved must be accompanied by an administrative capability that will enable the initial achievement to be perpetuated and improved upon. Thus knowledge of public administration in the international sphere is a vital accompaniment of any action program growing out of education in world affairs in any professional school.

From the standpoint of the Public Administration curriculum as such, the motivation for education in world affairs has several sources:

1. Most of us feel the necessity for adding some international dimension to the regular public administration training in view of the enormous expansion of activities in international affairs and the increased opportunities opened up in this field for those professionally trained in public administration.
2. We have considerable responsibility for providing public administration training to foreign groups, not only in our home institutions, but in both educational institutions and appropriate public agencies abroad.
3. Public administration education should be directed toward infusing professionals in all fields with administrative skills appropriate to the work that they will be doing in international affairs. This point relates directly to the previously mentioned overriding interest of public administration in world affairs relative to other areas of professional education.
4. Professional curricula in public administration should be expanded in the area of world affairs because, increasingly, even those persons who are professionally engaged almost exclusively in domestic public administration have direct and indirect influences on national policies in the area of world affairs through policy attitudes and commitments on internal administrative problems.

For reasons adduced above, it is our opinion that all professional schools ought to consider the requirement of some work in the area of international affairs. Furthermore, it is our view that expansion of work in the international area in professional schools of Public Administration will probably add to the viability of our existing professional programs, since for a variety of reasons these programs are often inadequately supported despite their increasing importance in contemporary life.

- II. *Pressures.* The increasing pressures for expansion of the international aspect of professional education in public administration are not appreciably different from those which have had so strong an impact on other areas of professional education in re-

lation to world affairs. These include:

1. The missionary or humanitarian demand that has developed as part of the new international commitment of the United States.
2. The internal demands for improving the professional quality of the particular educational endeavor. The urge for higher professional stature on the part of both individuals and institutions is a motive force behind any broadening of the scope of offerings within a professional school. One of the most important marks of quality is breadth of understanding; and with a vastly increased commitment to various activities in world affairs, a professionally well-educated man must have some understanding and perception of the aspects of his profession that go beyond the local or even the national area. Increasingly, professional interests of people in public administration have expanded beyond the limits of provinciality and have embraced the problems of comparative and international administration. Professional interests in the field of public administration, in other words, have generated many new pressures for a more cosmopolitan orientation of the discipline.
3. A great source of pressure from the public sector has been in the form of demands for service in the national interest and need. As the United States has become increasingly involved in international affairs pressures arise both at home and abroad for instruction in public administration, for consultation and advice on administrative problems and for the actual administration of programs that have to do with world affairs, whether that administration takes place within the confines of the United States or in programs abroad.

III. *Institutional relationships.* Generally speaking, there are two types of professional schools of Public Administration. The first is the full professional School of Public Administration or Public Affairs. These are relatively few in number and are considerably varied in the scope of their activities. The second, and more frequent, form of professional education in public administration takes place within departments of political science; in some cases these programs lead to specialized degrees (such as the M.P.A.), while in others public administration is a professional concentration within the regular political science program. The institutional relationships involved depend to a considerable extent on which kind of program is in effect.

Within the individual university, it is our opinion that very little is known across disciplinary lines and particularly among the professional schools about what other components of the University are doing in world affairs. It is our view that a coordinator is badly needed in most institutions to pull all of the elements of international education in the professional schools together. Such a coordinator would need to work with a committee representing the various professional schools in developing the programs so that mutual benefits to the various programs could be

derived from the work offered in the different professional schools. There ought to be much more exchange among professionals in the specialized schools, without sacrificing the emphasis by each school of its special contribution to international affairs. Some people from professional schools of Public Administration should be seconded to the Medical School, the Law School, etc.; and the process should be reciprocal. Only in this way can the person so engaged become steeped in the special needs of the school in which he is serving temporarily; simultaneously, he can convey the special contributions of his own discipline to the professional development in world affairs within the school to which he is temporarily (or perhaps permanently attached).

On the inter-university level, we strongly suggest that an inter-institutional and regional approach be made to the problem. In our own case we would anticipate that the New England region will work through the New England Center for Continuing Education to bring about the following immediate results:

1. Compile an inventory of a) the resources for education in world affairs within the professional schools in this area, and b) the pertinent involvements and activities now going on in the various professional schools in New England.

2. Following the inventory of resources and activities, an assessment needs to be made of the need for expansion of education in world affairs in the professional schools and the possible sources of support, potential divisions of functions among institutions, and other problems pertinent to inter-institutional cooperation in the development of this increasingly important aspect of higher education.

SUMMARY AND CONCLUDING OBSERVATIONS: Kenneth J. Rothwell

The aims of this conference included an examination of the reasons for involvement by professional schools in studies embracing the world dimension. It also aimed to show the extent of the involvement, the inducements and pressures influencing the professional schools in their involvement. Finally, it sought to find ways where aspirations and resources might be matched and where better use might be made of the experience possessed by the various groups of professional schools located in diverse academic institutions in a highly concentrated region of educational talent.

1. The conference brought out the tendencies for professional schools within one institution to tread diverse, and sometimes, opposing, paths in international education. It also brought to light a disparity between the professional schools themselves in terms of social goals, areas of international interest, and recognition of responsibilities. The professional schools have proceeded at different paces in matters of international involvement. Some advanced into international education very early and some are in a process of retreat; others are yet to enter the field of international education. Some elements of inter-professional school rivalry and skepticism were also apparent. The existence of professional school jargon tends to inhibit a searching dialogue between professional schools. Most conferees, nevertheless, agreed that a comparative approach to the problems posed in the conference seemed a sound pedagogical device.

2. It follows that the professional school is highly client-oriented, although some professional schools would not recognize a narrowly conceived clientele. Generally, they prefer to conceive their activities as providing service of an educational kind to a broader public. It was recognized that there is considerable relevance of the client to the activities of the professional school. Business Administration, for example, with its concern for business management wherever it may be found, becomes geared to international education through the trend for international business. Schools of Law, on the other hand, currently tend to stress domestic social problems and their legal manifestations. An awareness of the needs of the public and society clarifies the directions and developments of the professional school. Even so, professional schools can develop needs of their own in an autonomous way or through theoretical abstractions which might lead to intercultural and comparative analysis to substantiate a given local issue.

3. It is evident that attention to international affairs, by the professional school, has tended to be on a rather *ad hoc*, uncoordinated basis. Thus the professional school has not appeared to be in control of its own destiny in matters of international education. No well conceived plans for expansion in a rational way into international education have been incorporated in the activities of academic planners. For the most part, they have tended to react to what is available largely in terms of funding, and have followed the smoother road of financial adequacies for programs developed. The professional schools feel that they should be the chief initiator of change. They feel much concern for producing professional leaders among the students they teach — no matter the national or international background of the student, or the environment in which the graduate may be forced to work. Seemingly, in some areas there may be conflict between professional loyalty and loyalty to national society.

4. Discussions in the conference groups pointed out that the continuum of education tends to shape interest in international education. Worldly interest does not start and end with the programs of the professional school. In most cases, the interest is already with the student and exists apart from the professional schools. The worldly interest is not something new for American education and stands apart from the contemporary pressing responsibilities of the American nation in world affairs.

Several professional groups suggested that a thorough historical review of academic interest in foreign regions and cultures and professional differences in cultures should precede any action taken to develop new involvements by the professional schools.

5. The question of whether international education is, or should be, an accepted responsibility of the professional school was not given a clear answer. Many affirm that it is; several say that it is not. The extremes seem to be missionary altruism on the one side, and pure, individual, self-interest opportunism on the other. This is not only a difference between the idealistic and the pragmatic; it signifies the need to examine the true objectives of a given professional school. Some recognize that the universe is the true object of study of the university in any of its components, although there must be considerable respect for urgent, domestic, parochial needs.

6. The conference attempted to define international education and arrived at a shaky, tentative conclusion that for the United States international education means mostly a flow of knowledge to places where it is most lacking and where the greatest response might be forthcoming. It recognized the principle of providing help to those who are willing and are able to help themselves. Briefly, this is conceived largely as a net flow out from the United States to underdeveloped countries. This type of flow of knowledge seems basic to the conscience and satisfaction of the educator in his concern with, and hunger for, acquiring and disseminating knowledge. These are part of the benefits to the professional school, although there is the constant danger of "cultural imperialism", by which is meant the recognition of a hierarchy of cultures in which one's own is regarded as the superior.

7. Involvement of the professional school in world affairs necessitates some defining and ordering of the components of international education. These meetings emphasized the three broad categories of international education. This includes:

- a. foreign area studies, which means what the United States learns from others through research and travel and can develop favorable attitudes of teachers toward other cultures, and can provide a basis for testing techniques in the United States interculturally;
- b. training of foreign students in the United States. Here the aim is infusing the techniques, regarded as superior, to recipients, regarded as deficient in seemingly important techniques, knowledge, and awareness. In this area it appears that the greatest value emerges if the foreign students return to their home countries, but it is difficult to insist on this as a condition for the provision of education. Academic freedom involves intellectual mobility in an institutional way as well as internationally;
- c. foreign service by professional schools in the United States. The elements here included the building of institutions abroad, the provision of technical aid, the instituting of duplicate professional activity in cultures abroad. This area affords the greatest dangers of cultural imperialism, since it is usually assumed that the United States professional school is the most suitable device educationally, and it ignores fundamental cultural differences, and even technical needs, that make transplantation rather hazardous.

Education in the United States is not an isolated body of techniques or approaches; it must be subject to constant testing. International education can help do this if favorable conditions exist abroad. The professional school can hardly manage all the significant elements in the field of international education by itself; inter-professional school cooperation is necessary; support from other groups of the university structure is needed to make effective international education through the professional schools. For example, the professional schools of public administration claim some ability to be able to assist others administratively in realizing their goals in world affairs.

8. The professional school, by withdrawing to concentrate on some area of a societal problem, has to avoid losing its academic integrity in a general sense. This means, essentially, that it has to avoid yielding

to pressures, being seduced by tempting financial offers, by being distracted by non-academic concerns, by displaying an arrogance and superiority in inter-cultural affairs. The conference recognized a need for tough-mindedness on the part of the professional school in resisting unworthy pressures and greater realism in what was being undertaken.

9. Each professional school clearly has separate possible courses of action that need to be recognized in developing a concern with world affairs. Each has its own distinctive ideas, most relevant techniques, its special capabilities, and range of resources. Even so, considerable confusion exists in, and between, professional schools as to their potential role in international education. It was recognized that inter-professional cooperation is worthy of closer attention and that a general philosophy of international education needs to be developed. This is necessary for regional planning as well as for directing the requisite amount of resources at the national level into the most appropriate areas of education in a world society.

A. A DIRECTORY OF PROFESSIONAL SCHOOLS IN NEW ENGLAND

The following list attempts to identify several groups of professional schools in New England. The groups included received prime attention in the conference and in the reports on the professional school and world affairs.

It is clear that the chief evolutionary character of professional schools is that they emerge out of other schools. This list strongly reflects this. There are usually several species in the genus — professional school. Some of the species roam further afield than others and it was one of the purposes of the conference to find out why. The New England pattern and distribution of institutions included in a given professional school grouping helps to give an answer to this question. The richness and variety of the professional school in New England is made evident by the listing.

The arrangement of the list is to show each of the professional school groupings dealt with in the EWA reports, in state alphabetical order; the classification of the encompassing institution made by the Office of Education of the U.S. Department of Health, Education and Welfare (*Education Directory*, 1966-1967 — Part 3, Higher Education); and the accreditation by the professional school associations.

No claim is made that this list is complete. Information shown was based on data published by the Office of Education, and by the respective institutions through bulletins, catalogs and official registers.

Professional School	Classification	Accreditation
AGRICULTURE:		
The College of Agriculture University of Connecticut Storrs, Connecticut	IVk	E, -
School of Forestry Yale University New Haven, Connecticut	IVk	E, for.
The College of Life Sciences and Agriculture University of Maine Orono, Maine	IVk	E, for.
College of Agriculture University of Massachusetts Amherst, Massachusetts	IVk	E, for.
College of Agriculture University of New Hampshire Durham, New Hampshire	IVk	E, -
College of Agriculture University of Rhode Island Kingston, Rhode Island	IVk	E, -
College of Agriculture and Home Economics University of Vermont and State Agricultural College Burlington, Vermont		

<i>Professional School</i>	<i>Classification</i>	<i>Accreditation</i>
BUSINESS ADMINISTRATION:		
College of Business Administration University of Bridgeport Bridgeport, Connecticut	IIIk	E, -
The School of Business Administration University of Connecticut Storrs, Connecticut	IVk	E, bus.
School of Business Administration University of Hartford West Hartford, Connecticut	IIIk	E, -
The College of Business Administration University of Maine Orono, Maine	IVk	E, -
American International College Springfield, Massachusetts	IIIg	E, -
The College of Business Administration Boston College Chestnut Hill, Massachusetts	IVk	E, bus.
College of Business Administration Boston University Boston, Massachusetts	IVk	E, bus.
Graduate School of Business Administration Harvard University Boston, Massachusetts	IVk	E, bus.
Allied P. Sloan School of Management Massachusetts Institute of Technology Cambridge, Massachusetts	IVk	E, bus.
Division of Business Administration Massachusetts College North Andover, Massachusetts	IIj	E, -
The College of Business Administration Northeastern University Boston, Massachusetts	IVk	E, bus.
College of Business and Industry Southern Massachusetts Technological Institute North Dartmouth, Massachusetts	IIIj	E, -
School of Business Administration University of Massachusetts Amherst, Massachusetts	IVk	E, bus.
School of Business Administration Western New England College Springfield, Massachusetts	IIIg	E, -
Anna Tuck School of Business Administration Dartmouth College Hanover, New Hampshire	IVk	E, bus.
New Hampshire College of Accounting and Commerce Manchester, New Hampshire	IIi	pb

<i>Professional School</i>	<i>Classification</i>	<i>Accreditation</i>
Whittemore School of Business and Economics University of New Hampshire Durham, New Hampshire	IVk	E, -
College of Business Administration University of Rhode Island Kingston, Rhode Island	IVk	E, -
EDUCATION:		
Central Connecticut State College New Britain, Connecticut	IIIg	E, ted.
Danbury State College Danbury, Connecticut	IIIe	E, ted.
Southern Connecticut State College New Haven, Connecticut	IIIe	E, ted.
College of Education University of Bridgeport Bridgeport, Connecticut	IIIk	E, ted.
School of Education University of Connecticut Storrs, Connecticut	IVk	E, ted.
School of Education University of Hartford West Hartford, Connecticut	IIIk	E, ted.
Willimantic State College Willimantic, Connecticut	IIIe	E, ted.
Farmington State College Farmington, Maine	IIIId	E, ted.
Gorham State College Gorham, Maine	IIIId	E, ted.
The College of Education University of Maine Orono, Maine	IVk	E, ted.
The School of Education Boston College Chattant Hill, Massachusetts	IVk	E, ted.
School of Education Boston University Boston, Massachusetts	IVk	E, ted.
Graduate School of Education Harvard University Cambridge, Massachusetts	IVk	E, ted.
Springfield College Springfield, Massachusetts	IVk	E, ted.
State College at Bridgewater Bridgewater, Massachusetts	IIIe	E, ted.
State College at Fitchburg Fitchburg, Massachusetts	IIIe	E, ted.

<i>Professional School</i>	<i>Classification</i>	<i>Accreditation</i>
State College at Framingham Framingham, Massachusetts	IId	E, ted.
State College at Lowell Lowell, Massachusetts	IId	E, ted.
State College at North Adams North Adams, Massachusetts	IIId	E, ted.
State College at Salem Salem, Massachusetts	IIId	E, ted.
State College at Westfield Westfield, Massachusetts	IIId	E, ted.
State College at Worcester Worcester, Massachusetts	IIId	E, ted.
School of Education University of Massachusetts Amherst, Massachusetts	IVk	E, ted.
Wheeler College Boston, Massachusetts	IIId	E, ted.
The College of Liberal Arts University of New Hampshire Durham, New Hampshire	IVk	E, ted.
Keene State College Keene, New Hampshire	IIId	E, ted.
Plymouth State College Plymouth, New Hampshire	IIId	E, ted.
Catholic Teachers College Providence, Rhode Island	IId	- , -
Rhode Island College Providence, Rhode Island	IIId	E, ted.
The College of Education & Nursing University of Vermont and State Agricultural College Burlington, Vermont	IVk	E, ted.
<i>Engineering:</i>		
Bridgport Engineering Institute Bridgport, Connecticut	IIg	- , -
College of Engineering University of Bridgeport Bridgeport, Connecticut	IIId	E, -
The School of Engineering University of Connecticut Storrs, Connecticut	IVg	E, eng.
School of Engineering University of Hartford West Hartford, Connecticut	IIId	E, -

<i>Professional School</i>	<i>Classification</i>	<i>Accreditation</i>
School of Engineering Yale University New Haven, Connecticut	IVk	E, -
The College of Technology University of Maine Orono, Maine	IVk	E, eng.
College of Engineering Boston University Boston, Massachusetts	IVk	E, -
School of Engineering and Applied Sciences Harvard University Cambridge, Massachusetts	IVh	E, eng.
School of Engineering Massachusetts Institute of Technology Cambridge, Massachusetts	IVk	E, eng.
Division of Engineering Merrimack College North Andover, Massachusetts	IIj	E, eng.
The College of Engineering Northeastern University Boston, Massachusetts	IVk	E, eng.
College of Engineering Southeastern Massachusetts Technological Institute North Dartmouth, Massachusetts	IIIj	E, -
College of Engineering Tufts University Medford, Massachusetts	IVk	E, eng.
School of Engineering University of Massachusetts Amherst, Massachusetts	IVk	E, eng.
The School of Engineering Western New England College Springfield, Massachusetts	IIIg	E, -
Worcester Polytechnic Institute Worcester, Massachusetts	IVg	E, eng.
Thayer School of Engineering Dartmouth College Hanover, New Hampshire	IVk	E, eng.
The College of Technology University of New Hampshire Durham, New Hampshire	IVk	E, eng.
Division of Engineering Brown University Providence, Rhode Island	IVe	E, eng.
The College of Engineering University of Rhode Island Kingston, Rhode Island	IVk	E, eng.

<i>Professional School</i>	<i>Classification</i>	<i>Accreditation</i>
School of Engineering Norwich University Northfield, Vermont	IIg	E, eng.
The College of Technology University of Vermont and State Agricultural College Burlington, Vermont	IVk	E, eng.
LAW:		
The School of Law University of Connecticut Storrs, Connecticut	IVk	E, law
Law School Yale University New Haven, Connecticut	IVk	E, law
The School of Law University of Maine Orono, Maine	IVk	E, law
The Law School Boston College Chestnut Hill, Massachusetts	IVk	E, law
School of Law Boston University Boston, Massachusetts	IVk	E, law
The Law School Harvard University Cambridge, Massachusetts	IVk	E, law
School of Law Suffolk University Boston, Massachusetts	IIIj	E, law
Fletcher School of Law and Diplomacy Tufts University Medford, Massachusetts	IVk	E, -
The School of Law Western New England College Springfield, Massachusetts	IIIg	E, -
MEDICINE:		
PART I. Schools of Medicine.		
The School of Medicine, Pharmacy, Physical Therapy University of Connecticut Storrs, Connecticut	IVk	E, phar., pt.
School of Medicine Yale University New Haven, Connecticut	IVk	E, med., ph.
School of Medicine Boston University Boston, Massachusetts	IVk	E, med., ot., pt.

<i>Professional School</i>	<i>Classification</i>	<i>Accreditation</i>
Harvard Medical School and School of Dental Medicine Harvard University Boston, Massachusetts	IVk	E, med.
School of Medicine Tufts University Medford, Massachusetts	IVk	E, med., ot.
School of Medicine University of Massachusetts Amherst, Massachusetts	IVk	E, -
Dartmouth Medical School Dartmouth College Hanover, New Hampshire	IVk	E, med.
Division of Biological and Medical Sciences Brown University Providence, Rhode Island	IVe	E, -
The College of Medicine University of Vermont and State Agricultural College Burlington, Vermont	IVk	E, med., mt.
PART II. Other Related Schools.		
Massachusetts College of Pharmacy Boston, Massachusetts	IVg	phar.
The College of Pharmacy Northeastern University Boston, Massachusetts	IVk	E, pharm., pt., st., mt.
Simmons College Boston, Massachusetts	IIIj	E, pt.
The College of Liberal Arts University of New Hampshire Durham, New Hampshire	IVk	E, ot.
The College of Pharmacy University of Rhode Island Kingston, Rhode Island	IVk	E, pharm.
PUBLIC HEALTH:		
PART I. Schools of Public Health.		
School of Public Health Harvard University Boston, Massachusetts	IVk	E, ph.
Department of Epidemiology and Public Health, School of Medicine Yale University New Haven, Connecticut	IVk	E, ph.
PART II. Schools of Nursing and Social Work.		
College of Nursing University of Bridgeport Bridgeport, Connecticut	IIIa	E, nur.

<i>Professional School</i>	<i>Classification</i>	<i>Accreditation</i>
The School of Nursing and The School of Social Work University of Connecticut Storrs, Connecticut	IVk	E, nur.
School of Nursing Yale University New Haven, Connecticut	IVk	E, nur.
The School of Nursing and The School of Social Work Boston College Chestnut Hill, Massachusetts	IVk	E, nur., sw.
Sargent College of Allied Health Professions Boston University Boston, Massachusetts	IVk	E, nur., sw.
Florence Heller Graduate School for Advanced Studies in Social Welfare Brandeis University Waltham, Massachusetts	IVj	E, -
The College of Nursing, Boston-Bouve College Northeastern University Boston, Massachusetts	IVk	E, -
Department of Nursing Simmons College Boston, Massachusetts	IIIj	E, nur., sw.
School of Nursing, Department of Public Health University of Massachusetts Amherst, Massachusetts	IVk	E, nur.
St. Anselm's College Manchester, New Hampshire	Ile	E, nur.
Salve Regina College Newport, Rhode Island	Ile	E, nur.
The College of Nursing University of Rhode Island Kingston, Rhode Island	IVk	E, nur.
The College of Education & Nursing University of Vermont and State Agricultural College Burlington, Vermont	IVk	E, nur.

PUBLIC ADMINISTRATION:

There is possibly only one professional school of public administration in New England — that at Harvard University. There is no association for accrediting schools of public administration. Nevertheless this list includes departments of Universities which offer courses as well as undergraduate and degree programs in public administration.

Connecticut

Department of Political Science
University of Connecticut

— Undergraduate major and Graduate work to Ph.D.

Department of Government
Wesleyan University

— Undergraduate courses

Maine	
Department of Government Bates College	— Undergraduate courses
Department of Political Science University of Maine	— Undergraduate major in public management and M.P.M. degree
Massachusetts	
Department of Political Science Amherst College	— Undergraduate courses
School of Public Communication Boston University	— Undergraduate and Graduate majors to M.S.
Department of Politics Brandeis University	— Undergraduate and Graduate courses
John F. Kennedy School of Government Harvard University	— M.P.A. and Ph.D. offered
Department of Political Science Massachusetts Institute of Technology	— Undergraduate and Graduate majors to Ph.D.
Department of Government Northeastern University	— courses available
Department of Political Science Tufts University	— courses available
Department of Government University of Massachusetts	— Undergraduate and Graduate majors to Ph.D.
Department of Political Science Williams College	— Undergraduate courses
New Hampshire	
Department of Public Administration Dartmouth College	— Undergraduate courses
Department of Political Science University of New Hampshire	— Undergraduate and Graduate major to M.P.A.
Rhode Island	
Department of Political Science University of Rhode Island	— Undergraduate and Graduate major to M.P.A.
Vermont	
Department of Political Science University of Vermont	— Undergraduate courses

The Classification Codes used are:

category of institution by highest level of offering:

- II. Only the bachelor's and/or first professional degree—includes those institutions offering courses of studies leading to the customary bachelor of arts or bachelor of science degree, and all those degrees which entitled the possessor to enter the profession indicated; e.g., doctor of medicine, bachelor of pharmacy, or bachelor of science in engineering;
- III. Master's and/or second professional degree—includes those institutions offering the customary first graduate degree, and any degree earned in the same field after the first professional degree, or after a bachelor's degree in that field; e.g., the degree of electrical engineer, earned after the bachelor of engineering.
- IV. Doctor of philosophy and equivalent degrees;

designation of institution by type of program:

- c. Liberal arts and general, and terminal-occupational;
- d. Primarily teacher preparatory;
- e. Liberal arts and general, and teacher preparatory;
- f. Liberal arts and general, teacher preparatory, and terminal-occupational;
- g. Professional only (not including teacher preparatory);
- h. Professional and teacher preparatory;
- i. Professional and terminal-occupational;
- j. Liberal arts and general with 1 or 2 professional schools;
- k. Liberal arts and general with 3 or more professional schools—including institutions organized as universities.

The symbols used in the Accreditation column indicate the following Accreditation Associations:

bus.	Business; American Association of Collegiate Schools of Business;
E.	New England Association of Colleges and Secondary Schools;
eng.	Engineering; Engineers' Council for Professional Development;
for.	Forestry; Society of American Foresters;
jcb	Business; Accrediting Commission for Business Schools;
law	Law; American Bar Association, Section of Legal Education and Admissions to the Bar;
med.	Medicine and basic medical sciences; Liaison Committee on Medical Education;
mt.	Medical technology; Council on Medical Education of the American Medical Association;
ot.	Occupational therapy; Council on Medical Education of the American Medical Association;
pt.	Physical therapy; Council on Medical Education of the American Medical Association;
st.	X-ray technology; Council on Medical Education of the American Medical Association;
nur.	Nursing; National League for Nursing;
phar.	Pharmacy; American Council on Pharmaceutical Education;
ph.	Public Health; American Public Health Association;
sw.	Social Work; Commission on Accreditation of the Council on Social Work Education;
ted.	Teacher education; National Council for Accreditation of Teacher Education.

B. INTERNATIONAL PROGRAMS LISTED BY NEW ENGLAND STATES

<i>State</i>	<i>Institution</i>	<i>Country or Region</i>
Connecticut	Central Connecticut State College	Hong Kong
	Connecticut College	India
	St. Joseph College	India
	University of Bridgeport	Europe
	University of Connecticut	Zambia
	Wesleyan University	Austria, France
Maine	Yale University	Hong Kong, West Germany, World wide, No particular country
	Bowdoin College	No particular country
	Nassau College	No particular country
	University of Maine	Canada
Massachusetts	Amherst College	Japan
	Boston College	Europe, Spain
	Boston University	Africa, New Guinea, West Germany, World wide
	Bradford Junior College	Mexico
	Brandeis University	Bolivia, Columbia, Israel, World wide
	College of the Holy Cross	Austria, France
	Gordon College	Netherlands
	Harvard University	Algeria, Argentina, Australia, Central America, Chile, Colombia, Costa Rica, France, Guatemala, Honduras, India, Indonesia, Israel, Liberia, Mexico, New Zealand, Nicaragua, Nigeria, Pakistan, Panama, Republic of China, Turkey, U.S.S.R., United Kingdom (England), West Indies, World wide, No particular country
	Hebrew Teachers College	Israel
	Massachusetts Institute of Technology	Africa, India, Latin America, Venezuela, West Germany
	Mount Holyoke College	India, No particular country
	Pine Manor Junior College	France
	Smith College	Europe, Greece
	Springfield College	Europe, Latin America, Pakistan
	Tufts University	France, Germany, Italy
	University of Massachusetts	France, Japan, Malawi, Uganda
	Wheaton College	France
	Williams College	No particular country
New Hampshire	Dartmouth College	Africa, Hong Kong, World wide
	University of New Hampshire	Chile, Peru, South Korea, Uganda, West Germany
Rhode Island	Brown University	United Arab Republic (Egypt)
	Bryant College of Business Administration	Europe, Nigeria
	Rhode Island School of Design	Italy

	<i>State</i>	<i>Institution</i>	<i>Country or Region</i>
Vermont		Goddard College	Canada, No particular country
		Middlebury College	Europe, France, Italy, Spain, West Germany
		Windham College	United Kingdom

Summary: *New England Universities with International Programs*

	1958	1965
Number of Universities	20	34
Number of Programs	47	102

Source: Institute of Advanced Projects, East-West Center, *The International Programs of American Universities* (1966).

C. VISITING FOREIGN SCHOLARS TO NEW ENGLAND UNIVERSITIES, 1967-68

BY PROFESSIONAL AFFILIATION

The following list of foreign scholars is derived from a Directory prepared by the Committee on International Exchange of Persons of the Conference Board of Associate Research Councils. The scholars are recipients of U.S. Government Grants under the Fulbright-Hays Act for travel or for maintenance and travel.

The names of scholars have been classified by professional affiliation as indicated by the scholar's primary research or lecturing subject. The name of the scholar's home institution is given along with the host institution. It is possible that many of the scholars would be pleased to accept invitations to give occasional lectures, either in their special fields or as general topics relating to the history and culture of their respective countries.

I. VISITING SCHOLARS IN THE AGRICULTURAL SCIENCES (& Biological Sciences)

<i>Name and Title</i>	<i>Home University</i>	<i>United States Affiliation</i>	<i>Duration of Visit</i>	<i>Field</i>
ELLIOTT, Malcolm C. Research Demonstrator	University College of Swansea (U.K.)	Yale Univ., (Dept. of Biology)	9/67 - 8/68	Plant physiology: endogenous root regulators
ALVINO, Claudio Research Member	Swiss Federal Institute of Technology Zurich, Switz.	Massachusetts Institute of Technology (Biochemistry)	1/68 - 6/68	Problems & Techniques in nucleic acid field
BANKS, Geoffrey B. Postdoctoral Research Scholar	University of Cambridge, U.K.	Harvard U. (Dept. of Biophysics)	9/67 - 8/68	Chemical mutagenesis
BAUDRAS, Alain Research Associate	National Ctr. of Scientific Research, Paris	Yale Univ. (Dept. of Chemistry & Molecular Biophysics)	9/67 - 8/68	Structure and function of enzymes
BOKONJIC, Slobodan Assistant Lecturer	University of Sarajevo, Yugoslavia	Harvard Medical School (McLester Hosp. Research Lab., Belmont, Mass.)	10/67 - 10/68	Pathological neurochemistry: monoamine & substance P distribution in CNS
BURCONNE, Leigh Research Scholar	University of Adelaide, Australia	Yale Univ. (Dept. of Biology)	9/67 - 8/68	Biochemical genetics
COLLOTTI, FERRETTI, Carlo (Mrs.) Assistant	Laboratorio di Microbiologia, Istituto Nazionale di Sanita, Roma	Massachusetts General Hospital	9/67 - 8/68	Immunobiology
DEBIE, Ronald Research Biochemist	California Research Lab., Bedford, U.K.	Harvard U. (Dept. of Chemistry)	9/67 - 8/68	Biochemistry of activated light with nucleic acids
EUCHLER, Franz Assistant, Biochemistry	University of Vienna, Austria	W. I. I. (Dept. of Biochemistry)	9/68 - 8/68	Biochemistry

<i>Name and Title</i>	<i>Home University</i>	<i>United States Affiliation</i>	<i>Duration of Visit</i>	<i>Field</i>
LORENZI, Gian Professor, Organic Chemistry	University of Pisa, Italy	Harvard Medi- cal School (Dept. of Bio- logical Chem.) Tufts Univ.	7/66 - 7/68	Optical rotatory power & conforma- tional properties of polypeptide chains
MURAKAWA, Shoichiro Research Fellow, Internal Medicine	University of Tokyo School of Medicine	School of Medicine (Cardiovascular Research Unit)	7/66 - 6/68	Endocrinology
NAGCHAUDHURI, Jadabananda Head, Dept. of Physiology, College of Medical Sciences	Banaras Hindu University, Varanasi, India	M.I.T. (Dept. of Nutrition & Food Science)	9/67 - 6/68	Biological altera- tions in protein malnutrition in rats
NICHOLLS, Rodney Research Scholar Agricultural Chemistry	University of Adelaide, Australia	Yale Univ. (Dept. of Chemistry)	7/66 - 6/68	Physical Biochemistry
OHTA, Takahisa Assistant, College of General Education	University of Tokyo, Japan	Harvard Univ. (Dept. of Biochemistry)	9/66 - 9/68	Protein Biosynthesis
PEETERS, Chantal (Mrs.) Research Scholar	University of Louvain, Labor. of Physiological Chemistry, Belgium	Harvard Medi- cal School (Dept. of Biological Chemistry)	10/67 - 9/68	Cell biology; study of leucocytes

II. VISITING SCHOLARS IN BUSINESS ADMINISTRATION (& Economics)

<i>Name and Title</i>	<i>Home University</i>	<i>United States Affiliation</i>	<i>Duration of Visit</i>	<i>Field</i>
KAYNAK, Mahir Assistant to the Chair of Economic Theory	University of Istanbul, Turkey	University of Massachusetts, (Dept. of Economics)	9/67 - 6/68	Economic devel- opment; econometrics
KRAIJ, Janko Director, United Enterprise ISKRA; Lecturer	University of Ljubljana; Kranj, Yugoslavia	M.I.T. (Alfred P. Sloan School of Management)	6/67 - 6/68	Managerial Economics
KUKOLECA, Stevan Chief, Chair for Economics and Management	University of Belgrade, Yugoslavia	M.I.T. (Alfred P. Sloan School of Management)	9/67 - 6/68	Business management
MOLANDER, Ahti Research Fellow	Bank of Fin- land, Institute for Economic Research, Hel- sinki, Japan	M.I.T. (Dept. of Economics)	9/67 - 6/68	Price and wage analysis; causes & development of inflation

III. VISITING SCHOLARS IN ENGINEERING (& Related Physical Sciences)

<i>Name and Title</i>	<i>Home University</i>	<i>United States Affiliation</i>	<i>Duration of Visit</i>	<i>Field</i>
Engineering AUGUSTI, Giuliano Assistant Professor	University of Naples, Italy	Brown Univ., (Dept. of Engineering)	2/68 - 8/68	Civil engineering; Structural engi- neering

<i>Name and Title</i>	<i>Home University</i>	<i>United States Affiliation</i>	<i>Duration of Visit</i>	<i>Field</i>
BELLOMO, Antonio Instructor	University of Palermo, Italy	M.I.T. (Center for Space Research)	7/67 - 7/68	Space electronics
DAVIS, Edward Associate Professor	University of Sydney, Australia	M.I.T. (Dept. of Civil Engineering)	1/68 - 4/68	Soil mechanics; settlement of foundations and stability analysis
GAMBARDELLA, Guiseppe Resident Staff Member	Italian Nat'l. Research Council; Naples, Italy	M.I.T. (Research Laboratory of Electronics)	8/66 - 7/68	Electronic engineering; cybernetics
JOHANSEN, Peter Assistant Professor	Technical Univ. of Denmark	M.I.T. (Electronic Systems Laboratory)	7/67 - 7/68	Systems programming & automata theory
<i>Mathematics</i>				
FOWKES, Neville Research Fellow	University of Western Australia, Nedlands	Harvard Univ. (Div. of Engineering & Applied Physics)	10/65 - 9/68	Applied mathematics in oceanography
RICKMAN, Seppo Assistant Professor	University of Helsinki, Finland	Harvard Univ. (Dept. of Mathematics)	9/67 - 8/68	Characterization of quasiconformal mappings
ROWAT, Peter Research Scholar	University of Manchester, U.K.	M.I.T. (Dept. of Mathematics)	9/67 - 6/68	Calculus & differential equations; Recursive function theory
<i>Physics</i>				
DAR, Arnon Research Scholar	Weizman Institute of Science Rehovot, Israel	M.I.T. (Dept. of Physics)	9/66 - 6/68	Nuclear physics
GAL, Avraham Research Scholar	Weizman Institute of Science Rehovot, Israel	M.I.T. (Laboratory for Nuclear Science)	9/67 - 8/68	High energy physics
HUFNER, Jorg Assistant	University of Heidelberg, Germany	M.I.T. (Laboratory for Nuclear Science)	9/67 - 9/68	Nuclear physics
IMRIE, Derek I.C.I. Research Fellow	University College, Univ. of London, U.K.	Harvard Univ. (Dept. of Physics)	9/66 - 6/68	High energy physics
MASSENET, Olivier Attache de Recherches	French Nat'l. Center of Scientific Research; Grenoble	Yale Univ. (Dept. of Engineering & Applied Sciences)	7/67 - 6/68	Thin film properties
SOCHANSKI, Jerzy Member, Research Staff	Institute of Physics, Polish Academy of Sciences; Warsaw	M.I.T. (Dept. of Metallurgy)	9/67 - 6/68	Semiconductors
WALDMER, Flavio Assistant Professor	Nat'l Institute of Physics; Univ. of Padua, Italy	M.I.T. (Laboratory for Nuclear Science)	7/67 - 6/68	Elementary particles
IV. VISITING SCHOLARS IN LAW				
SOKOLEWICZ, Wojciech Lecturer	Institute of Legal Sciences, Polish Academy of Science, Warsaw	Harvard Univ. (Law School)	9/67 - 6/68	Constitutional Law

<i>Name and Title</i>	<i>Home University</i>	<i>United States Affiliation</i>	<i>Duration of Visit</i>	<i>Field</i>
WEISMAN, Joshua Lecturer, Faculty of Law	The Hebrew University, Jerusalem, Israel	Harvard Univ. (Law School)	9/67 - 8/68	Land Law

V. VISITING SCHOLARS IN THE MEDICAL SCIENCES

<i>Name and Title</i>	<i>Home University</i>	<i>United States Affiliation</i>	<i>Duration of Visit</i>	
ALBERTI, Kurt Surgeon, Assistant Lecturer	Oriel College; University of Oxford, U.K.	Harvard Medical School (Endocrine Metabolic Unit)	9/66 - 8/68	Medical endocrinology and renal physiology
BRENNER, Sergio Physician, University Hospital	University of Parana, Curitiba, Brazil	Harvard Medical School (Dept. of Surgery)	4/67 - 4/68	Surgical teaching Methods
COCKIN, John Lecturer	Nuffield Orthopedic Center; University of Oxford, U.K.	Harvard Medical School (Dept. of Orthopedic Surgery)	7/67 - 7/68	Biomechanics of the hip joint
DADDI, Giuliano Assistant in Surgery	Institute of Surgical Pathology; Univ. of Milan; Italy	Harvard Medical School (General Surgical Service)	1/67 - 1/68	Organ transplantation
ELKINGTON, Stephen Senior Medical Registrar	St. Thomas' Hospital, London, U.K.	Yale Univ. School of Medicine	7/67 - 7/68	Liver diseases, esp. cirrhosis & hepatic failure
ESANU, Constantin Assistant Professor	Institute of Medicine, Bucharest, Romania	Tufts Univ. School of Medicine (New England Medical Center Hospitals)	3/68 - 12/68	Metabolic endocrinology
FLOREZ, Beledo Instructor	University of Navarra, Pamplona, Spain	Dartmouth Medical School (Dept. of Pharmacy & Toxicology)	9/65 - 9/68	Pharmacology & toxicology
FOHANNO, Denis Intern & Instructor	Paris Hospitals, France	Harvard Medical School (Neurosurgical Service)	10/67 - 7/68	Stereotactic neurosurgery and neurophysiology
FORBES, Ian Reader	University of Adelaide; Australia	Harvard Medical School (John Collins Warren Lab.)	12/67 - 8/68	Function & metabolism of lymphocytes; curricula of medical schools
GILES, Geoffrey Lecturer	University of Leeds, U.K.	Harvard Medical School	1/68 - 12/68	Surgery of the liver
HENRIKSEN, Hans Resident	Municipal Hospital, Oster Farimagsgade, Copenhagen, Denmark	Harvard Medical School (Dept. of Anesthesia)	8/67 - 8/68	Anesthesiology
HSU, Jing (Mrs.) Chief Resident Psychiatrist	Nat'l. Taiwan Univ. Hospital Taipei, China	Harvard Medical School (Dept. of Psychiatry)	8/66 - 7/68	Child psychiatry; community mental health

<i>Name and Title</i>	<i>Home University</i>	<i>United States Affiliation</i>	<i>Duration of Visit</i>	<i>Field</i>
JERI, Federico Professor	University of San Marcos, Lima, Peru	Harvard Medical School (Dept. of Neurology)	9/67 - 6/68	Clinical neurology
KOKKO, Aulikki Assistant Instructor	University of Helsinki, Finland	Yale University School of Medicine (Dept. of Anatomy)	7/67 - 6/68	Histochemical studies of the nervous system
MANY, Amira (Mrs.) Resident	Tel Hashomer Hospital, Israel	Tufts University, New England Medical Center	7/68 - 7/68	Immuno-hematology
MUFTUOGLU, Asuman Assistant Professor	University of Istanbul, Turkey	Tufts Univ. School of Medicine (Dept of Clinical Immunology)	9/67 - 6/68	Clinical immunology & hematology
YAKACIKLI, Suleyman Assistant Professor	University of Istanbul, Turkey	Harvard Medical School	9/67 - 8/68	Pediatric Immunology

VI. VISITING SCHOLARS I N PUBLIC ADMINISTRATION (& Political Science)

<i>Name and Title</i>	<i>Home University</i>	<i>United States Affiliation</i>	<i>Duration of Visit</i>	<i>Field</i>
DAS GUPTA, Jyoti Reader	Jadavpur Univ. Calcutta, India	M.I.T. (Center for International Studies)	9/67 - 6/68	Indo-American relations, 1947-1960
ESKOLA, Seikko Junior Research Scholar	Nat'l Research Council for Social Sciences Helsinki, Fin.	Tufts Univ. (Fletcher School of Law & Diplomacy)	8/67 - 6/68	Role of Finland in policy of USA isolationists & in the US Press in World War I

D. NEW ENGLAND INSTITUTIONS WITH FACULTY MEMBERS ABROAD, FOREIGN SCHOLARS AND FOREIGN GRADUATE STUDENTS

The following data are derived from reports and surveys of the Institute of International Education (see "Open Doors - 1967" pp. 38-58). Institutions not reporting foreign graduate students are excluded. Although many foreign students taking undergraduate degrees may be pursuing a professional school program it is not possible to distinguish these from students taking non-professional school undergraduate programs.

<i>Name of Institution</i>	<i>Foreign Scholars</i>	<i>U.S. Faculty Abroad</i>	<i>Foreign Graduate Students</i>
CONNECTICUT			
Berkeley Divinity School	1	1	1
Bridgeport, University of	—	—	11
Connecticut College	3	—	1
Connecticut, University of	6	21	107
Hartford Seminary Foundation	—	—	21
Hartford, University of	—	—	6
St. Joseph College	—	1	3
Southern Connecticut State College	8	—	6
Trinity College	—	—	6
Wesleyan University	21	15	17
Yale University	147	52	564
MAINE			
Bangor Theological Seminary	—	—	3
Bowdoin College	1	7	1
Husson College	—	—	1
Maine, University of	12	4	24
MASSACHUSETTS			
Amherst College	—	8	1
Andover Newton Theological School	—	1	16
Babson Institute of Business Admin.	—	—	2
Berklee School of Music	—	—	1
Boston College	19	8	70
Boston Conservatory of Music	1	—	2
Boston University	52	18	176
Brandeis University	68	19	47
Clark University	5	2	35
Clarke School for the Deaf	—	—	4
Eastern Nazarene College	—	3	4
Emerson College	3	—	3
Episcopal Theological School	—	—	1
Forsyth Dental Center	—	—	9
Gordon College & Divinity School	—	1	32
Harvard University	658	31	998
(Includes Radcliffe College)	—	—	4
Lesley College	—	—	11
Massachusetts College of Pharmacy	—	—	662
Massachusetts Institute of Technology	441	48	
Massachusetts, University of	22	12	222
Amherst Campus	4	2	23
Mt. Holyoke College	2	—	21
New England Conservatory of Music	—	—	91
Northeastern University	—	—	

Perkins School for the Blind	—	—	3
Simmons College	—	—	32
Smith College	—	—	11
Springfield College	—	—	20
Suffolk University	—	—	2
Truesdale Hospital Laboratory	—	—	5
Tufts University	17	11	127
Wellesley College	21	4	1
Williams College	3	5	3
Worcester Polytechnic Institute	1	2	52
NEW HAMPSHIRE			
Dartmouth College	16	24	24
New Hampshire, University of			
Durham Campus	6	7	62
Plymouth State College	1	1	—
RHODE ISLAND			
Brown University	34	20	182
Providence College	—	—	3
Rhode Island, University of	34	13	119
VERMONT			
Middlebury College	2	4	1
St. Michael's College	—	—	4
Vermont, University of, and			
State Agricultural College	23	7	22

V. PROGRAM AND LIST OF PARTICIPANTS

A. CONFERENCE ARRANGEMENTS

CONFERENCE DIRECTOR

HARRY P. DAY, *Director*
New England Center
for Continuing Education

CONFERENCE RAPPORTEUR

KENNETH J. ROTHWELL
Coordinator
for International Studies
with the
New England Center
for Continuing Education

CONFERENCE SECRETARY

MRS. CAROLYN M. BLOUIN
New England Center
for Continuing Education

PLANNING COMMITTEE MEMBERS

HARRY P. DAY, *Chairman*
ARTHUR S. ADAMS
Consultant to the President
University of New Hampshire

AUSTIN E. BENNETT
University of Maine Coordinator
with the
New England Center
for Continuing Education

JAN E. CLEE
Dean
Whittemore School of Business
and Economics
University of New Hampshire

OTIS F. CUSHMAN
Assistant Dean
College of Engineering
Northeastern University

F. DON JAMES
Acting President
University of Rhode Island

EDWIN J. KERSTING
Professor of Animal Diseases
College of Agriculture
University of Connecticut

FRANCIS J. LARKIN
Associate Dean
Law School
Boston College

JOHN W. PATTERSON
Dean
School of Medicine
University of Connecticut

KENNETH J. ROTHWELL
Professor of Economics
Whittemore School of Business
and Economics, UNH
Coordinator for International
Studies with the
New England Center

WILLIAM SALTONSTALL
Chairman
Massachusetts State
Board of Education

B. PROGRAM

FRIDAY, OCTOBER 27

- 11:00 REGISTRATION
- 1:30 CONFERENCE THEME:
Harry P. Day
New England Center for Continuing Education
Remarks:
Irwin T. Sanders
Vice-President
Education and World Affairs
Group Discussion Arrangements:
Kenneth J. Rothwell
New England Center for Continuing Education
- 2:00 GENERAL GROUP SESSIONS
Topics: 1. "What are the special features of International
Studies for the Professional School?"
2. Review of suggestions from EWA reports
3. Defining Problem Areas
Moderators:
Group A: Jerome M. Pollack
Dean
College of Arts and Sciences
University of Rhode Island
Group B: Leo E. Redfern
Dean of Administration
University of Massachusetts
Group C: Arthur S. Adams
Consultant to the President
University of New Hampshire
Group D: Howard A. Reed
Director
Institute of International and Intercultural Studies
University of Connecticut
- 4:30 GENERAL SESSION
Reports from Groups
Questions for the Professional Group Workshops
- 8:00 GENERAL SESSION
Keynote Address: "World Affairs in Higher Education"
Keynote Speaker: Everett Walters
Vice President for Academic Affairs
Boston University

SATURDAY, OCTOBER 28

- 9:00 RESTATEMENT OF QUESTIONS FOR PROFESSIONAL GROUPS
Kenneth J. Rothwell, Conference Rapporteur

9:30 PROFESSIONAL GROUP WORKSHOPS:

Agriculture

Moderator:
Edwin J. Kersting
Dean
College of Agriculture
University of Connecticut

Rapporteur:
John H. Foster
Associate Professor
Department of Agricultural
and Food Economics
College of Agriculture
University of Massachusetts

Business Administration

Moderator:
Robert F. Barlow
Academic Vice President
University of New Hampshire

Rapporteur:
John W. Hennessey, Jr.
Associate Dean
Amos Tuck School
Dartmouth College

Education

Moderator:
Frank E. Marsh, Jr.
Dean
College of Education
Northeastern University

Rapporteur:
Daniel W. Marshall
Chairman
Department of Education
Tufts University

Engineering

Moderator:
Ashley S. Campbell
Dean
College of Engineering
Tufts University

Rapporteur:
Willard P. Berggren
Dean
College of Engineering
University of Bridgeport

Law

Moderator:
Francis J. Larkin
Associate Dean
Law School
Boston College

Rapporteur:
Edward S. Godfrey
Dean
School of Law
University of Maine

Medicine and Public Health

Moderator:
Richard H. Daggy
Associate Dean for
International Programs
School of Public Health
Harvard University

Rapporteur:
Robert W. Gage
Director
University Health Services; and
Chairman
Department of Public Health
University of Massachusetts

Public Administration

Moderator:
Andrew E. Nuquist
Professor
Department of Political Science
University of Vermont

Rapporteur:
William C. Havard
Chairman
Department of Government
University of Massachusetts

2:00 GENERAL SESSION
Reports from the Professional Group Workshops

3:30 ADJOURNMENT

C. LIST OF PARTICIPANTS

CONNECTICUT

Berggren, Willard P.
Dean, College of Engineering
University of Bridgeport

Bosworth, Karl A.
Director of the Institute of
Urban Research, and
Professor of Political Science
University of Connecticut

Brand Ronald S.
Professor of Mechanical Engineering
University of Connecticut

Davis, Kenneth P.
David T. Mason Professor of
Forest Land Use
School of Forestry
Yale University

Dolan, Josephine A.
Assistant Dean, School of Nursing
University of Connecticut

Harvey, Robert O.
Dean, School of Business Administration
University of Connecticut

Kersting, Edwin J.
Dean, College of Agriculture, and
Professor of Animal Diseases
University of Connecticut

Larsen, Karl D.
Acting Dean, College of Arts and Sciences
University of Bridgeport

Lepow, Irwin H.
Professor and Head, Department of
Pathology
School of Medicine
University of Connecticut

Mahan, Thomas W.
Assistant Dean
University of Hartford

Nicola, Renato
Professor, School of Engineering
University of Connecticut

Reed, Howard A.
Director, Institute of International
and Intercultural Studies
University of Connecticut

Rogers, Vincent R.
Professor of Education
Chairman, Department of
Elementary Education
University of Connecticut

Schroeder, Edwin M.
Assistant Professor of Law
University of Connecticut

Stevens, Robert B.
(on leave from Yale Law School)
The Brookings Institution

Thut, I. N.
Professor and Acting Head
Foundations, Curriculum, and
International Education
School of Education
University of Connecticut

Wegener, Peter P.
Chairman, Department of Engineering
and Applied Science
Yale University

Wilkes, Daniel
Visiting Associate Professor of Law
University of Connecticut

MAINE

Almond, George L.
Professor of Business & Economics
College of Business Administration
University of Maine

Bennett, Austin E.
University of Maine Coordinator
New England Center

Chute, Harold L.
Professor of Animal Pathology
School of Forestry
University of Maine

Corcoran, Thomas J.
Assistant Director and
Associate Professor
School of Forestry
University of Maine

Dunham, Paul C.
Supervisor of Government Research
Bureau of Public Administration
University of Maine

Gibson, Richard C.
Professor and Head, Department of
Electrical Engineering
University of Maine

Godfrey, Edward S.
Dean, School of Law
University of Maine, Portland

Hayes, Kenneth P.
Assistant Professor of Political Science
University of Maine

MacLean, Jean
Director, School of Nursing
University of Maine

Pullen, Winston E.
Associate Dean
College of Life Sciences & Agriculture
University of Maine

Struchtemeyer, Roland A.
Head, Department of Plant
and Soil Sciences
College of Life Sciences & Agriculture
University of Maine

York, Robert M.
Dean of Academic Affairs
Gorham State College
Young, Harold E.
Professor, School of Forestry
University of Maine

MASSACHUSETTS

Ashton, David J.
Chairman, Department of
International Business
College of Business Administration
Boston University

Baumgartner, Leona
Visiting Professor of Social Medicine
Harvard Medical School

Beisel, Albert R., Jr.
Professor of Law
Boston University

Burn, Barbara (Mrs.)
Special Assistant to the President
University of Massachusetts

Campbell, Ashley S.
Dean, College of Engineering
Tufts University

Conlon, John T.
Acting Dean, School of Business
Administration
University of Massachusetts

Cushman, Otis F.
Assistant Dean
College of Engineering
Northeastern University

Daggy, Richard H.
Associate Dean for International
Programs
Faculty Adviser for International
Students
Harvard School of Public Health

Donovan, Peter A.
Associate Professor of Law
Boston College Law School

Duften, Charles H.
Chairman, Department of Marketing
College of Business Administration
Northeastern University

Fenton, John E. Jr.
Professor of Law
Suffolk University Law School

Foster, John H.
Associate Professor
Department of Agricultural & Food
Economics
University of Massachusetts

French, David G.
Professor, Florence Heller Graduate
School for Advanced Studies in
Social Welfare
Brandeis University

Gage, Robert W.
Director, University Health Services
Chairman, Department of Public Health
University of Massachusetts

Gibbs, Hubert S.
Director of Overseas Programs
Boston University

Graves, Thomas A.
Associate Dean for Educational
Administration
Graduate School of Business
Administration
Harvard University

Harken, Dwight E.
Clinical Professor of Surgery
Harvard Medical School

Havard, William C.
Chairman, Department of Government
University of Massachusetts

Hill, Thomas M.
Sloan School of Management
Massachusetts Institute of Technology

Howard, Anna T.
Director, Graduate Division, and
Coordinator for International Students
School of Nursing
Boston University

Jolson, Alfred J., S.J.
Associate Dean, College of
Business Administration
Boston College

Katz, Israel
Dean, Center for Continuing Education
Northeastern University

Keagle, LeRoy C.
Dean, College of Pharmacy
Northeastern University

King, Richard G.
Lecturer on Education, and
Research Associate in the Center for
Studies in Education & Development
Graduate School of Education
Harvard University

Koch-Weser, Dieter
Associate Dean for International
Programs
Harvard Medical School

Larkin, Francis J.
Associate Dean
Boston College Law School

Lindsey, Edgar E.
Associate Dean, School of Engineering
and Applied Physics
University of Massachusetts

Loftus, Russell
Professor, Center for Continuing
Education
Northeastern University

MacPherson, Richard D.
Assistant Dean, University College
Northeastern University

Maher, Mary A.
Dean, School of Nursing
University of Massachusetts

Maki, John M.
Vice-Dean, College of Arts & Sciences
University of Massachusetts

Marsh, Frank E., Jr.
Dean, College of Education
Northeastern University

Marshall, Daniel W.
Chairman, Department of Education
Tufts University

Melvin, Kenneth
Associate Professor, School of Education
Boston University

Mottla, Gilbert E.
Associate Director
International Training Program
College of Agriculture
University of Massachusetts

Newman, Martha
Instructor, School of Nursing
University of Massachusetts

Partan, Daniel G.
Professor, School of Law
Boston University

Payne, Wilson F.
Dean, Graduate School
Babson Institute

Plymire, Margaret M.
Chairman, Department of Nursing
Simmons College

Redfern, Leo F.
Dean of Administration
University of Massachusetts

Rodriguez, Luis A.
Assistant Professor, Department of
Finance
College of Business Administration
Boston College

Ross, Margaret L.
Professor of Nutrition
Chairman, Department of Home
Economics
Simmons College

Schuck, Victoria
(on leave from Mt. Holyoke College)
Center for Advanced Study
The Brookings Institution

Sehl, Katherine
Chairman, Department of Nursing
State College at Fitchburg

Shane, Charles N.
Assistant Dean
Fletcher School of Law & Diplomacy
Tufts University

Simmons, George
Director, Center for Business &
Economic Research
University of Massachusetts

Smith, David N.
Secretary of International Legal Studies
Law School
Harvard University

Taylor, Stanley A.
Chairman, Dept. of Government
Bentley College of Accounting &
Finance

Urch, George E.
Assistant Professor, School of Education
University of Massachusetts

Walsh, Robert A.
Associate Professor of Biology &
Public Health
Massachusetts College of Pharmacy

Walters, Everett
Vice-President for Academic Affairs
Boston University

Wren, Harold G.
Professor of Law
Boston College Law School

NEW HAMPSHIRE

Adams, Arthur S.
Consultant to the President
University of New Hampshire

Barlow, Robert F.
Academic Vice President
University of New Hampshire

Clee, Jan E.
Dean, Whittemore School of Business
and Economics
University of New Hampshire

Colburn, Trevor
Dean, Graduate School
University of New Hampshire

Day, Harry P.
New England Center for
Continuing Education

Faiman, Robert N.
Vice President for Research
University of New Hampshire

Fernald, Mary Louise
Chairman, Department of Nursing
University of New Hampshire

Griffin, Winifred H.
Associate Director for
Regional Nursing Programs
New England Board of Higher Education
New England Center

Harvey, Lashley G.
Professor Emeritus, Department of
Government, Boston University

Hennessey, John W., Jr.
Associate Dean and
Professor of Business Administration
The Amos Tuck School of
Business Administration
Dartmouth College

Hogan, James J.
Associate Professor of Social Sciences
Plymouth State College

Holden, John T.
Professor of Political Science
University of New Hampshire

Keener, Harry A.
Dean, College of Agriculture
University of New Hampshire

Larson, David L.
Associate Professor of Political Science
University of New Hampshire

Rothwell, Kenneth J.
Professor, Whittemore School of
Business and Economics, UNH
University of New Hampshire

Wybourn, Marjory
Chairman, Department of Home
Economics
University of New Hampshire

RHODE ISLAND

Christopher, Everett P.
Associate Dean, College of Agriculture
Associate Director, Agricultural
Experiment Station
University of Rhode Island

Eschenbacher, Herman F.
Associate Professor of Education
Brown University

Hart, Elizabeth
Assistant Dean
College of Nursing
University of Rhode Island

Howell, Thomas J.
Chairman, Department of Philosophy
and Foundations of Education
Rhode Island College

Hutton, Lewis
Associate Professor of Spanish
University of Rhode Island

Moriarty, Thomas E.
Chairman, Dept. of Education
University of Rhode Island

Payne, R. Brian
Visiting Associate Professor of
Medical Science
Brown University

Pollack, Jerome M.
Dean, College of Arts & Sciences
University of Rhode Island

Symonds, Paul S.
Professor of Engineering
Division of Engineering
Brown University

Test, Frederick L.
Chairman, Department of Mechanical
Engineering and Applied Mechanics
University of Rhode Island

Van Lancker, Julien L.
Professor of Medical Science
Brown University

VERMONT

Baker, John E.
Chairman, Department of Education
University of Vermont

Essler, Warren O.
Dean, College of Technology
University of Vermont

Houston, Charles S.
Chairman, Department of Community
Medicine
College of Medicine
University of Vermont

Little, George T.
Professor, Department of Political Science
University of Vermont

Nuquist, Andrew E.
Professor, Department of Political Science
University of Vermont
Participants from

OUTSIDE NEW ENGLAND

Axinn, George H.
Assistant Dean
Center for International Programs
Michigan State University

Collins, H. Thomas
Director, School Services
New York Regional Office
Foreign Policy Association
New York

Dahl, Helen C.
Assistant Secretary
Committee on International Programs
University of New Mexico
Albuquerque, New Mexico

Park, Darragh
Executive Associate
Overseas Educational Service
Education and World Affairs
New York

Rheault, Andre
Director, Washington Office
Education and World Affairs
Washington, D.C.

Sanders, Irwin T.
Vice-President
Education and World Affairs
New York

NEW ENGLAND CENTER FOR CONTINUING EDUCATION

Staff:

HARRY P. DAY, Director
ARTHUR S. ADAMS, Consultant
JOHN D. BARDWELL, Educational Media Specialist
PETER J. HORNE, Administrative Assistant

Coordinators:

AUSTIN E. BENNETT	University of Maine
FRANK B. COOKSON	University of Connecticut
LEO F. REDFERN	University of Massachusetts
KENNETH J. ROTHWELL	University of New Hampshire
GEORGE W. WELSH III, M.D.	University of Vermont
MURIEL B. WILBUR	University of Rhode Island

List of Conferences:

- 1965: July 15-16, Educational Facilities Laboratories Planning Conference.
December 9-10, Workshop on Student Culture.
- 1966: January 9-21, First Public Policy Conference for New England State Government Officials.
February 25-27, Communication in the Arts.
May 1-13, Second Public Policy Conference for New England State Government Officials.
June 19-25, First International Conference on Comparative Adult Education.
October 19-21, Workshop on Student Culture.
October 25-27, Toward Meeting the Needs of Continuing Education in New England.
November 2-5, Communication in the Fine Arts.
November 28-30, Planning Conference on Resources Development.
- 1967: January 28-February 5, National Pilot Institute on Education for the Aging.
April 30-May 12, Third Public Policy Conference for New England State Government Officials.
May 13-20, Seminar for Change.
May 21-23, National Pilot Institute on Education for the Aging.
June 16, New England Conference on the International Education Act 1966.
September 7-12, International Conference on the History of Geology.
September 10-13, New England Assembly on State Legislatures in American Politics.
September 24-25, National Pilot Institute on Education for the Aging.
October 18-19, Northeastern Conference of Government Research Bureaus.
October 19-21, Regional Conference of Student Culture.
October 27-28, The Professional School and World Affairs.